Southern Cross School of Distance Education

Annual Report

2018

Southern Cross
SCHOOL OF DISTANCE EDUCATION

4659

Introduction

The Annual Report for **2018** is provided to the community of The Southern Cross School of Distance Education 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.

Daniel Henman

Principal

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Message from the Principal

This has been our first year of operation as a stand alone school with a new name and school code. The school continues to grow in size, nature and culture. We have amalgamated this year with the northern campus of a primary distance education school to now cater for students from Kindergarten through to year 12.

Our staffing continues to grow as the number of students increase. This has lead to a number of opportunities opening up to operate new programs, open new learning hubs and provide greater opportunities for the students.

As a school that is about to move into another set of premises and look at bringing three campus' together, we thank our community for their support, understanding and assistance in creating a truly amazing provision for students across the North East part of New South Wales. We look forward to continue working in collaboration to provide the best possible learning standards for our students..

School background

School vision statement

We are a catalyst for change, inspiring learners to reach their full potential and to continue to support the whole child providing flexible quality teaching and learning programs that are accessible and engaging.

We build supportive relationships with our school community and develop partnerships that support learning, wellbeing and engagement.

Our staff is innovative and dynamic, working collaboratively to inspire and support our students to be lifelong learners who are active and informed citizens.

Our core values are Opportunity, Wellbeing and Engagement

School context

Southern Cross School of Distance Education is a K–12 school committed to the wellbeing and engagement of our students, creating a dynamic learning community, and developing a culture of learning in distance education. Our school contributes to the lifelong learning of a diverse range of students and their communities with a focus on excellence and equity. Our school is built on the land of the Traditional Custodians, the Aboriginal peoples of various nations with our main campus being on the country of the Bundjalung nation, providing educational services for students south to the Coffs Harbour area, west to the Inverell area and north to the Queensland border.

The school current has 34 learning hubs, 3 campus' and a special programs unit to cater to the needs of students in various locations. Our staff are professional and dedicated to supporting students, their families and their educational needs and wellbeing.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework 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.

The schools planning team and professional development team have worked together to focus on the school target and department priorities. The school has made a positive start in the achievement of our focus areas and continues to work on these as a priority moving forward. All staff have worked in collaboration in the production of the school plan, and it is a team approach to achieving these goals. As the school continues to grow, we gain a staff who are fully committed to the improvement of student outcomes and growth of both the students and the school.

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

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

Strategic Direction 1

Wellbeing and Engagement

Purpose

To ensure the wellbeing of our students and staff, their engagement in the best possible educational pathway to equip students with lifelong skills to become active and informed citizens.

Overall summary of progress

Our school has made a lot of positive steps in the achievement of both student and staff wellbeing and the engagement of all stakeholders. Wellbeing is and will be an ongoing area for us due to the nature of the students we support and remains one of our top priorities. As a school we understand that the wellbeing of the student needs to sorted and effective if learning is to be efficiently achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Due to the diverse nature of our students social, emotional and learning needs, their wellbeing is to be a major priority of any strategies Evidence of the Social, Emotional and Learning needs of students embedded into teaching and learning programs		
Tell them from me or other survey results indicate that students feel a sense of pride and belonging in their school and education by having a voice in their future direction		
All student achievement is recognised. Improved recognition of students, abilities and achievements in a variety of contexts and forums as measured by feedback on canvas and learning materials, student awards at presentation days.		
A greater range of post school options are accessed by students. Creativity, collaboration and innovation are employed to enhance student learning and wellbeing and maximise student post school career options. How do we measure?		
Increased attendance and engagement		

Next Steps

Our next steps are to ensure that the wellbeing of our student continue to be a priority. To actively work to create engaging and interactive learning materials. to work with families and partners to create the best possible opportunities for our students.

Strategic Direction 2

Culture of Learning

Purpose

Creating a stimulating teaching and learning environment for our students, underpinned by high expectation relationships. Ensuring Teaching and Learning is designed and implemented to develop successful learning outcomes for all students through quality instruction and assessment. .

Overall summary of progress

Our culture of learning is an area that we are constantly looking to improve and grow. We have been training our staff in HOW2Learn or Higher Order Ways to Learn, Stronger Smarter Strategies, Innovative practises and often utilise motivational speakers or experts within a field to assist with staff training and performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Majority of students in Year 12 meet HSC minimum standards in Literacy and Numeracy (Reform 1 Stronger HSC Standards) (7–12)		
Successful implementation of rigorous school based assessment (Reform 4 Stronger HSC Standards) (7–12)		
Increased value added data of students growth in learning (K–12)		
Improved academic outcomes, measured in PLAN data and primary campus assessments (K–6)		

Next Steps

We will continue to work with the staff and school community on our culture of Learning, expectations and improvement in practise and policy. Our staff are dedicated to their students and always eager to find new ways to promote learning opportunities for our students.

Strategic Direction 3

Dynamic Community

Purpose

Increase community participation with the school, learning hubs and learners to create partnerships within the school and across all our enrolment areas**.**

Overall summary of progress

We have continued to build partnerships with new hubs and opportunities opening in our footprint area to provide learning opportunities and options for students, their parents and the community. Our partnerships have grown to include lands councils, TAFE's and community centres as well as the partnerships we have developed with schools, parents and carers, and the students themselves.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A larger number of Community Partners providing opportunities for students.		
Increased parent and carer interaction in surveys and planning processes.		
Improved community perspective of the school and our students. measured through parent/teacher interaction.		
Enrolment enquiries dealt with as the need requires in a consistent and timely manner.		
Weekly Articles/posts in school newsletter and Facebook promoting activities within the school		

Next Steps

We will continue to offer opportunities for partnership growth in all of our areas and look for any opportunity for student growth and development. This includes working with a multitude of community groups, developing partnerships and liaising with others to ensure that student receive the maximum benefit and opportunities that can be offered.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio–economic background		
Support for beginning teachers		

Student information

Student enrolment profile

	Enrolments
Students	**2018**
Boys	298
Girls	304

Our student body is wide and varied. We draw from a very large area and we have 33% of our student body as Aboriginal. We only have 2% or our students as ESL.

Our student body is made up of a high proportion of students from disadvantaged backgrounds, isolated properties and students with needs that can not be met through traditional schooling environments.

Management of non-attendance

Our school does not fit the normal profile of a school. Attendance is based on the policy for Distance Education schools, the work that students submit back to the school, the interactions with the school, staff and learning hubs and the students engagement with their learning.

For more information on this, please contact the Departments Rural and Distance Education branch.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	10
Employment	2	7	60
TAFE entry	3	5	5
University Entry	0	1	5
Other	5	5	0
Unknown	2	5	20

Year 12 vocational or trade training

Our school actively engages students in Vocational Education and training. We meet all standards and abide by the legislation and requirements of the Department and external bodies.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	20
Classroom Teacher(s)	102.8
Learning and Support Teacher(s)	0.9
School Administration and Support Staff	16.33

*Full Time Equivalent

All teachers have the relevant university training for teaching within NSW. All staff are accredited with the Australian Standards for teaching or working toward this in their first 5 years of teaching. All staff have working with children checks completed and criminal check completed.

we have a current full time equivalent of teaching staff at 133 teachers which equates 200 teachers (part time and full time alike). We also have 22 Full time Equivalent SASS staff which equates to 32 staff members (part time and full time alike).

Of this staffing, we have 7 Aboriginal Teachers and 6 Aboriginal SASS staff, and 5 Teachers from a language background other than English.

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	0

Professional learning and teacher accreditation

All staff participate in Professional Development planning and engage actively in keeping up to date with current guidelines and practises, as well as leading the way in many areas where we offer training to other schools and their staff. All staff do the mandatory training, and engage with training opportunities provided at Staff development days, as well as training in areas of interest and areas that will benefit the students, community and school.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	1,333,678
Revenue	19,188,263
Appropriation	18,559,102
Sale of Goods and Services	40,563
Grants and Contributions	576,413
Gain and Loss	0
Other Revenue	0
Investment Income	12,184
Expenses	-16,347,309
Recurrent Expenses	-16,347,309
Employee Related	-15,283,622
Operating Expenses	-1,063,686
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,840,954
Balance Carried Forward	4,174,632

The school has had some issues in the change over to the new SAP system of finance management and the systems not fully understanding how a Distance Education School operates. This has resulted in money not being spent during the financial year as it was not able to be sources on the system. This money has been rolled over to the following year where it will be required for refurbishing and building of an environment to suit Distance Education and our students and staff.

Funds were utilised throughout the year to ensure that students had resources, teachers where able to attend our footprint and provide for students needs, welfare and equity needs and training and development of staff. Extra resources were also provided in the way of School Learning and Support Officers to support students in their learning in the hubs along with extra staffing.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 **Actual** ($)
Base Total	1,127,298
Base Per Capita	136,132
Base Location	5,739
Other Base	985,427
Equity Total	1,339,580
Equity Aboriginal	287,664
Equity Socio economic	907,642
Equity Language	0
Equity Disability	144,274
Targeted Total	0
Other Total	14,482,667
Grand Total	16,949,544

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

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

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.

On a whole, our school does not get a good participation level due to the nature of the students and our environment. Our overall results were not great, but were based on only a hand full of students.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.
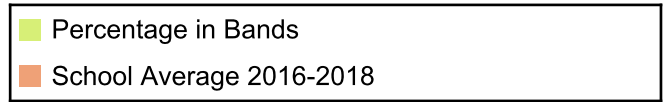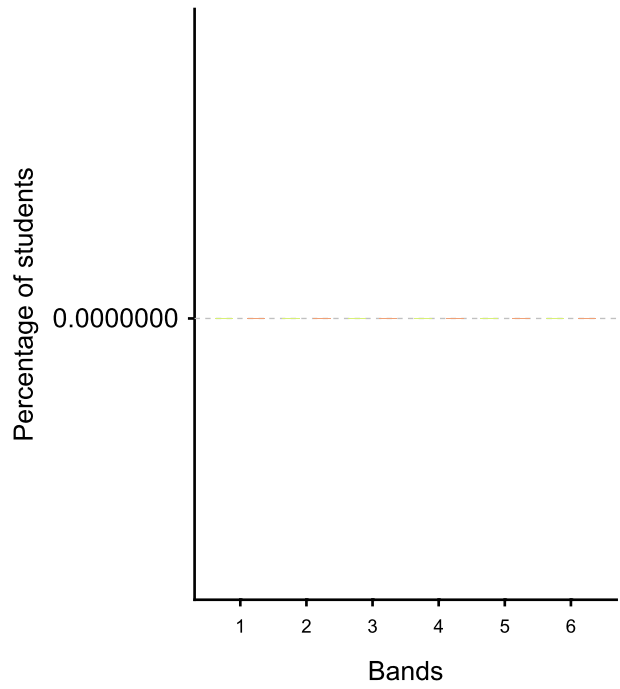
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Writing remains a huge target area, not just for our school but the whole country. the majority of our students who participated score in the low to average range for literacy.
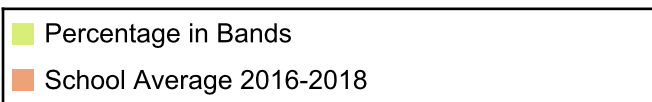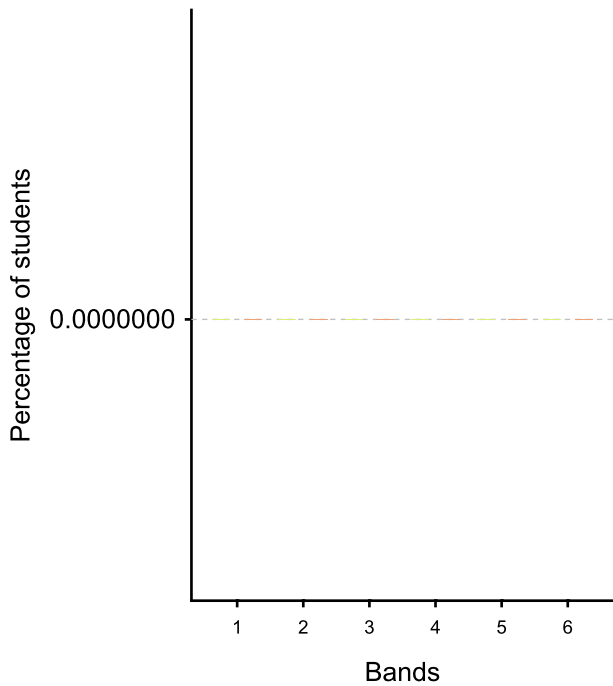
Percentage in bands:
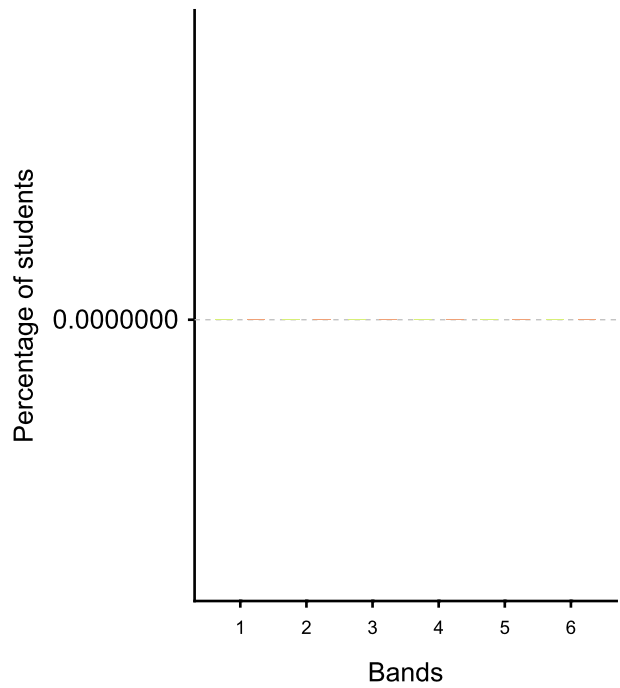### Year 3 Grammar & Punctuation

Percentage of students

0.0000000

1 2 3 4 5 6

Bands

- 🟩 Percentage in Bands
- 🟧 School Average 2016-2018
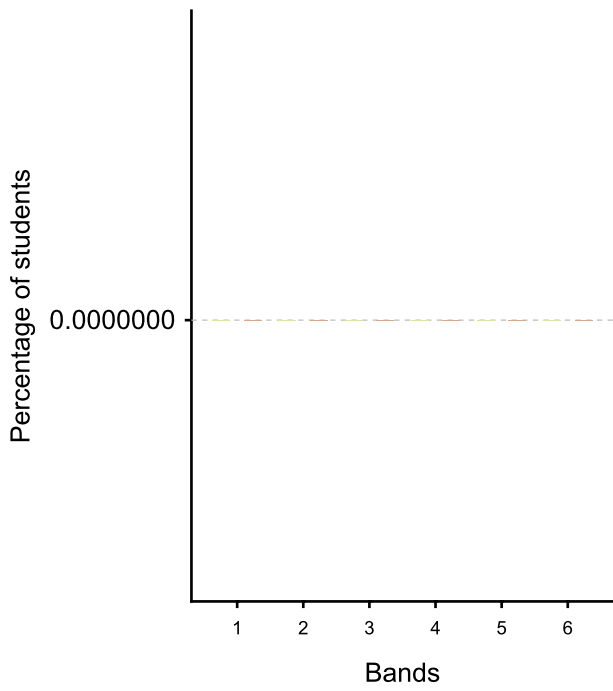
Percentage in bands:
Year 3 Spelling

Percentage of students

0.0000000

1 2 3 4 5 6

Bands

- 🟩 Percentage in Bands
- 🟧 School Average 2016-2018

Percentage in bands:
Year 3 Reading

Percentage of students

0.0000000

1 2 3 4 5 6

Bands

- 🟩 Percentage in Bands
- 🟧 School Average 2016-2018

Percentage in bands:
Year 3 Writing

Percentage of students

0.0000000

1 2 3 4 5 6

Bands

- 🟩 Percentage in Bands
- 🟧 School Average 2016-2018

Southern Cross School of Distance Education 4659 (2018)

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students

0
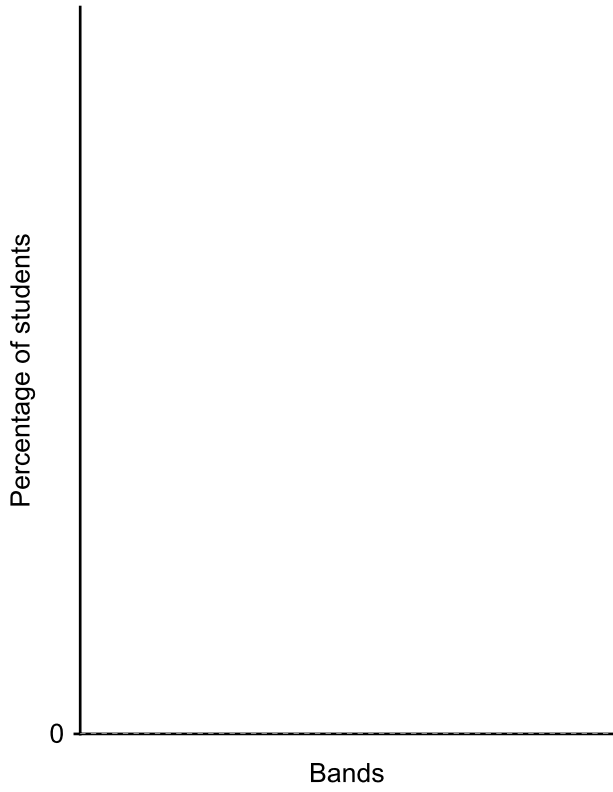
Bands

Percentage in bands:
Year 5 Spelling

Percentage of students

0
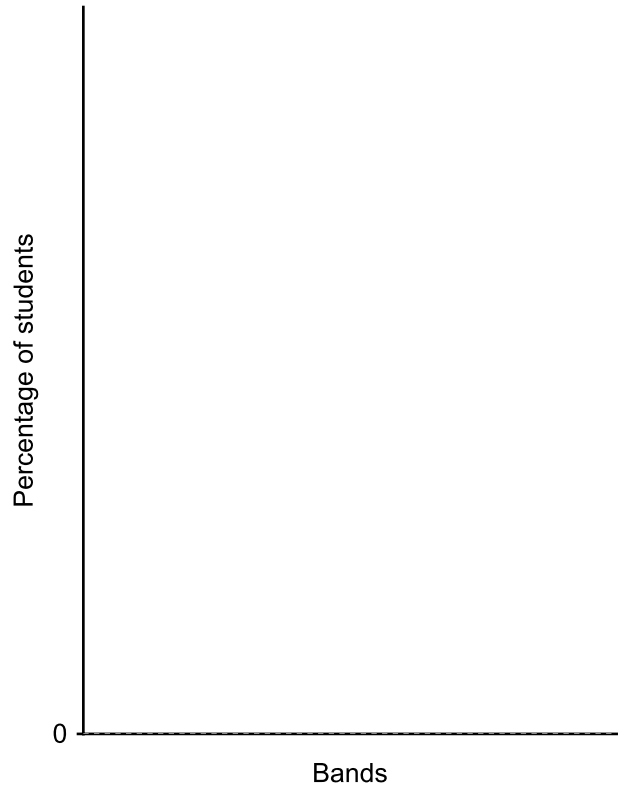
Bands

Percentage in bands:
Year 5 Reading

Percentage of students

0
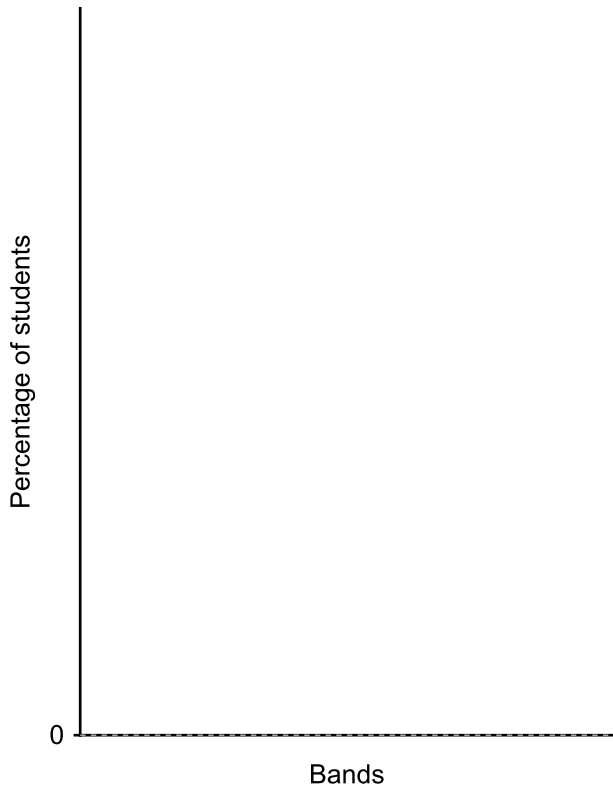
Bands

Percentage in bands:
Year 5 Writing
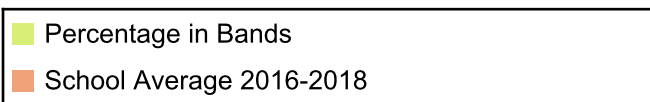
Percentage of students

0
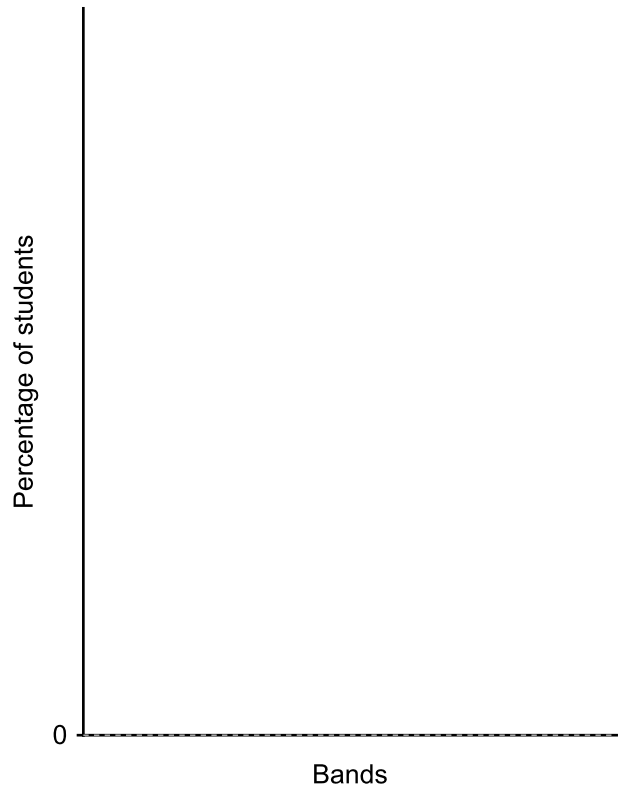
Bands

Percentage in bands:
Year 7 Grammar & Punctuation

Percentage of students

0.0000000

4 5 6 7 8 9

Bands

- ■ Percentage in Bands
- ■ School Average 2016-2018
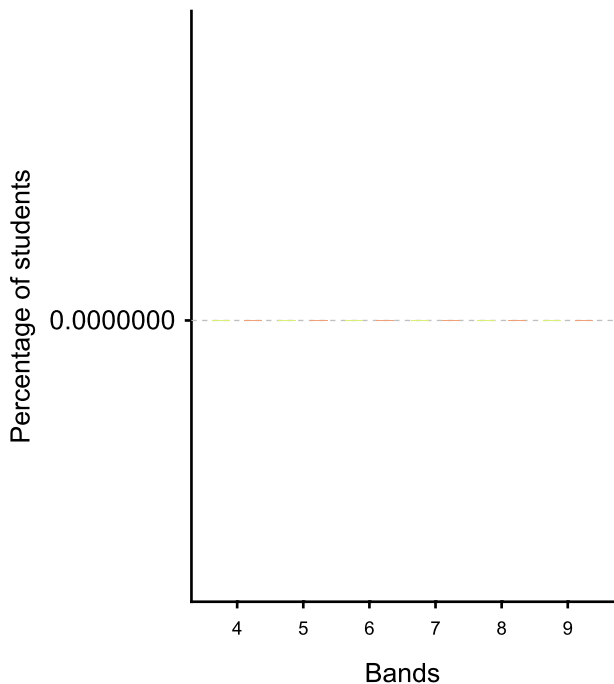
Percentage in bands:
Year 7 Spelling

Percentage of students

0.0000000

4 5 6 7 8 9

Bands

- ■ Percentage in Bands
- ■ School Average 2016-2018
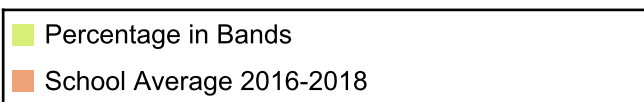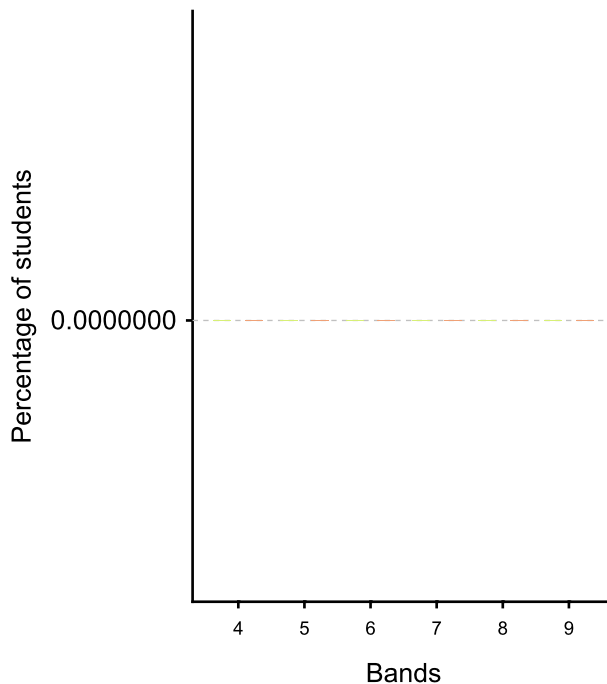
Percentage in bands:
Year 7 Reading

Percentage of students

0.0000000

4 5 6 7 8 9

Bands

- ■ Percentage in Bands
- ■ School Average 2016-2018
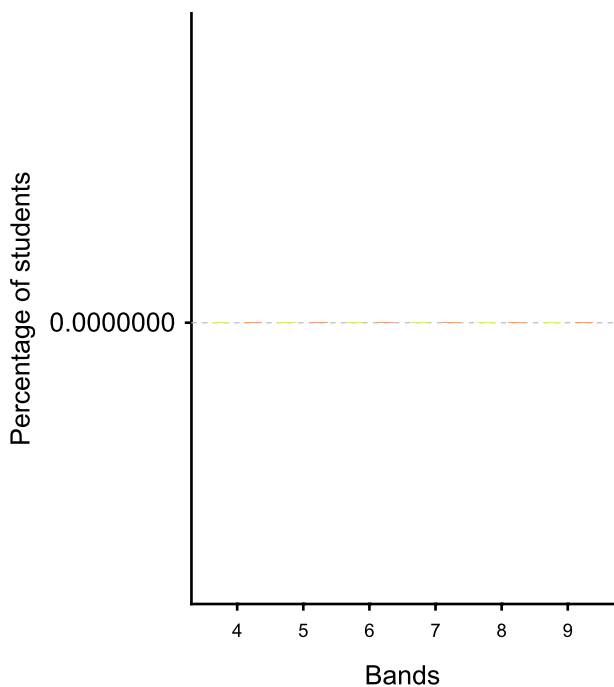
Percentage in bands:
Year 7 Writing

Percentage of students

0.0000000

4 5 6 7 8 9

Bands

- ■ Percentage in Bands
- ■ School Average 2016-2018
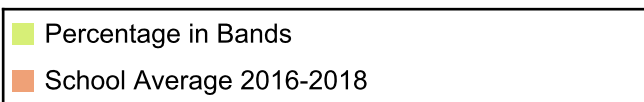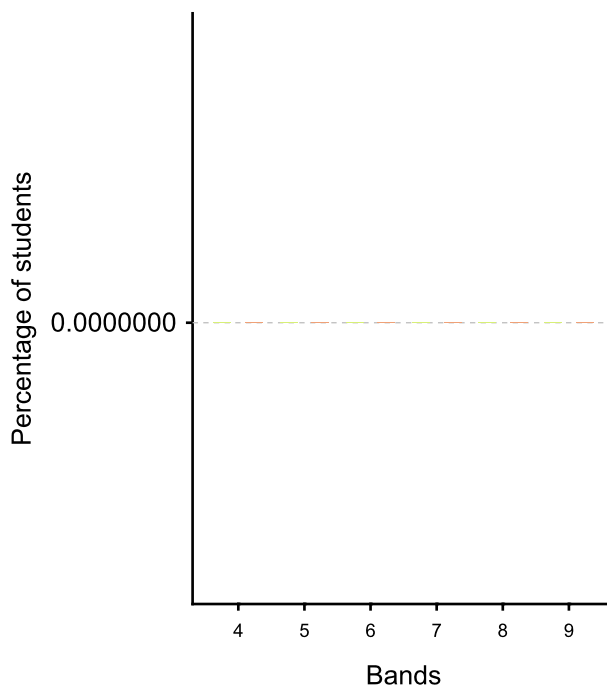
Percentage in bands:
Year 9 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018
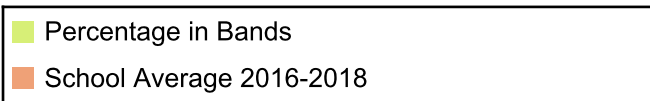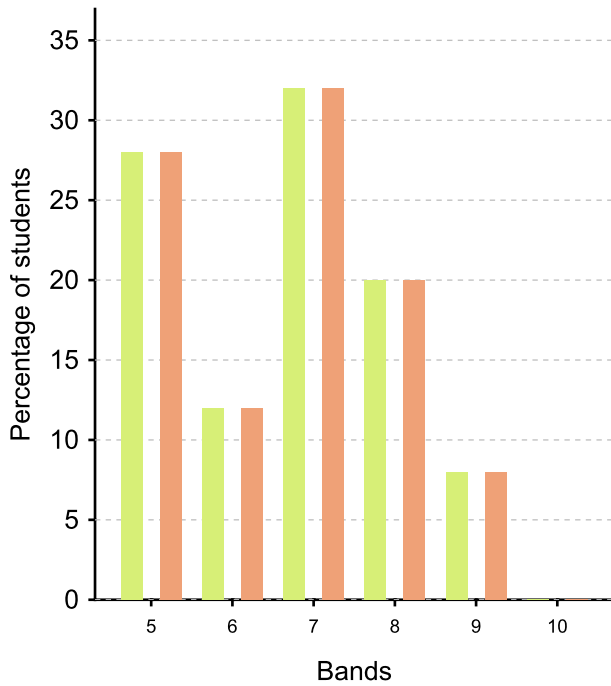
Percentage in bands:
Year 9 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018
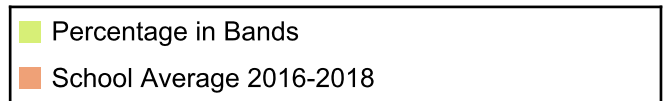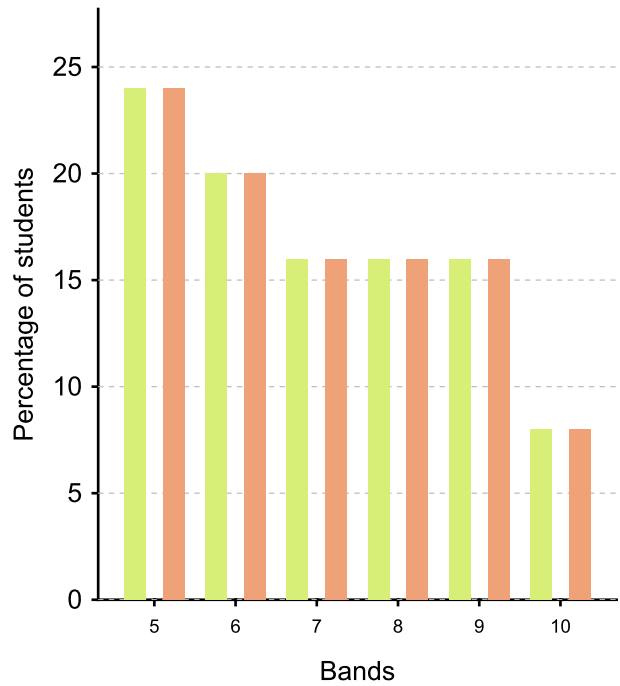
Percentage in bands:
Year 9 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018
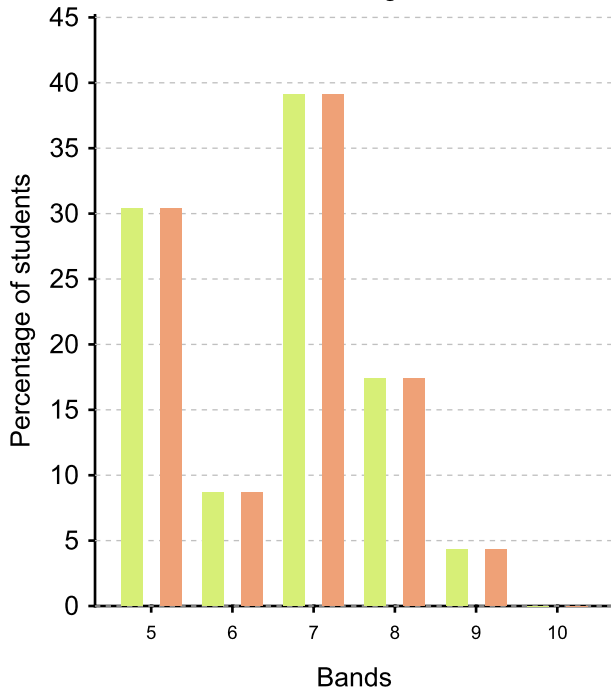
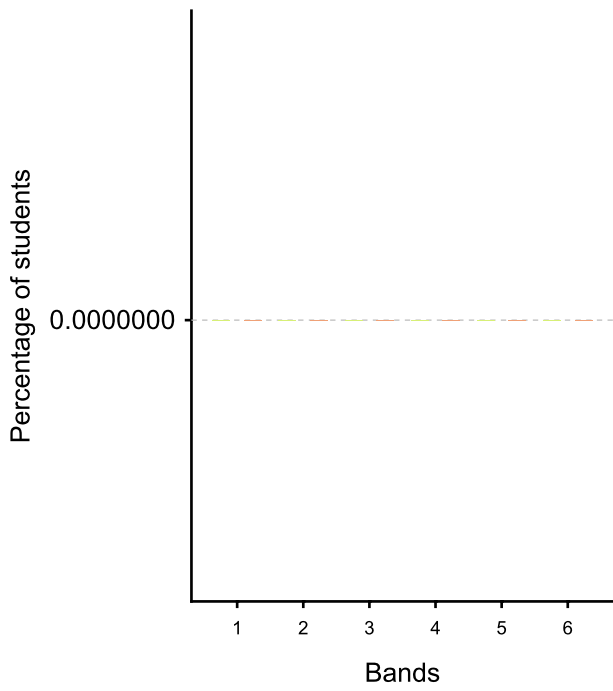## Percentage in bands:
Year 9 Writing

Legend:
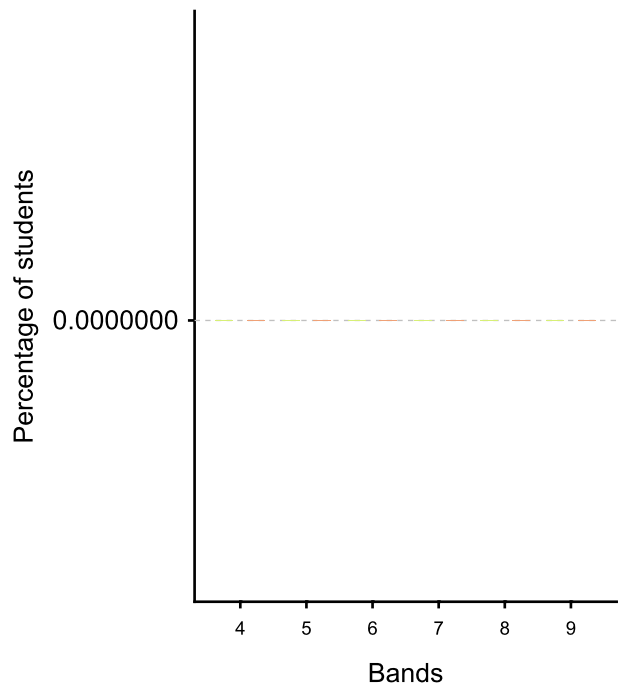- Percentage in Bands
- School Average 2016-2018
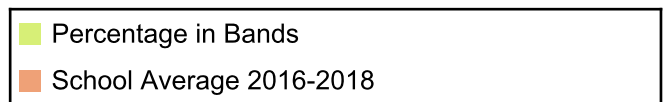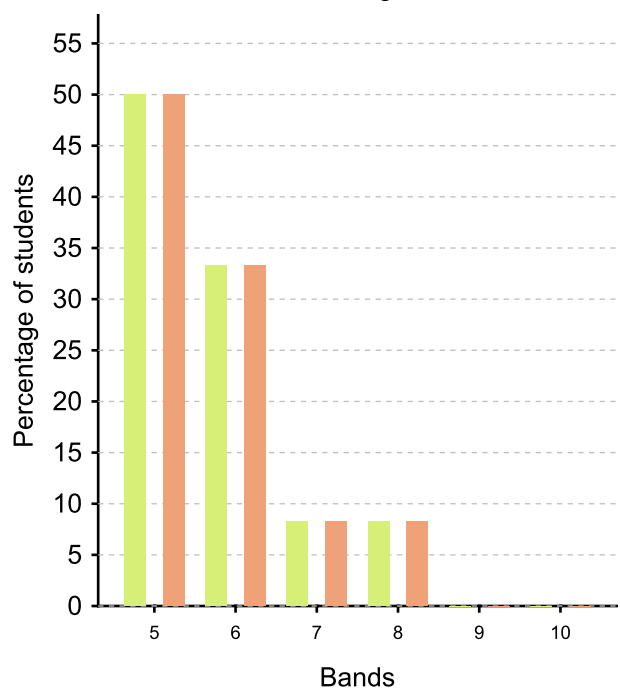
Our numeracy results were very similar to the literacy results with only a small number of students participating in the NAPLAN.

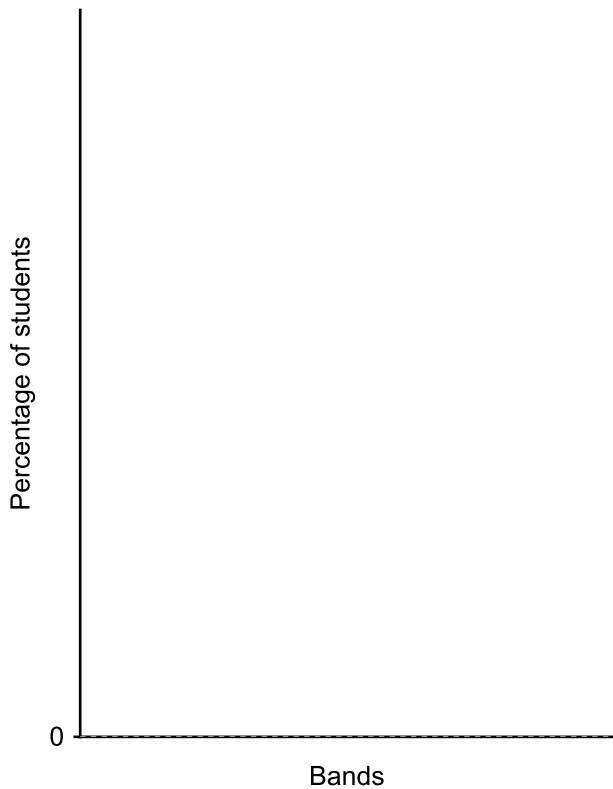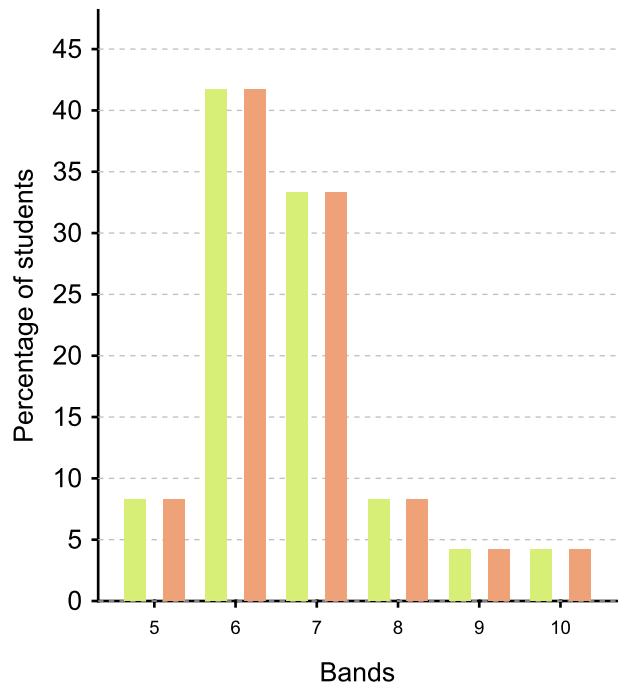## Percentage in bands: Year 3 Numeracy

Percentage of students

0.0000000

Bands

1   2   3   4   5   6

- ▇ Percentage in Bands
- ▇ School Average 2016-2018

Percentage in bands: Year 7 Numeracy

Percentage of students

0.0000000

Bands

4   5   6   7   8   9

- ▇ Percentage in Bands
- ▇ School Average 2016-2018

Percentage in bands: Year 5 Numeracy

Percentage of students

0

Bands

Percentage in bands: Year 9 Numeracy

Percentage of students

45
40
35
30
25
20
15
10
5
0

Bands

5   6   7   8   9   10

- ▇ Percentage in Bands
- ▇ School Average 2016-2018

You can use the my school website to view available information.

Our school endeavours to meet all of the states requirements in reporting and other areas.

Higher School Certificate (HSC)

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

We had mixed results with many faculties having students achieve in band 5 and 4 for a lot of students. The highlights included a first in the state for languages for the second year running, multiple call backs in dance and some band 6 students in a number of areas. Overall, we had a pleasing HSC result, however, as always, students need to commit to their year 11 and 12 studies in order to achieve.

our success is through the number of Aboriginal students achieving their HSC, moving onto further education and employment and the success we achieve in engaging our students in educational practise.

Multicultural and anti-racism education

All of the departments policies are adhered to. All required training is done and recorded.

Legend:
- School 2018
- State Average 2018
- School Average 2014-2018
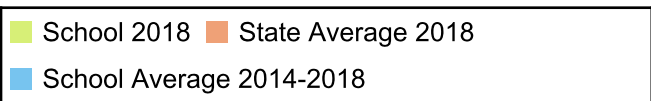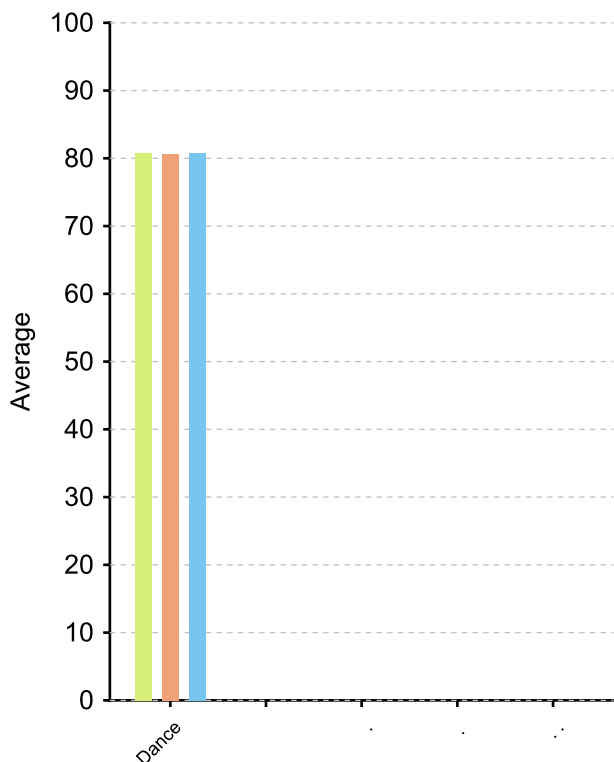
Parent/caregiver, student, teacher satisfaction

Our staff continually gather information and feedback from parents in relation to our performance and the effect our school has on their child's schooling. These results are mostly positive, however, due to the nature of our students and their backgrounds, comments in relation to these can not be shared. Feedback is gather in the form of surveys, written feedback and verbal feedback.

Policy requirements

Aboriginal education

Our school leads the way in Aboriginal Education and all policy requirements are strictly adhered to. We have a dedicated team that promote and encourage growth and success in all our Aboriginal students. Evidence of