

Inverell High School

Annual Report



2018



8122

Introduction

The Annual Report for **2018** is provided to the community of Inverell High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Penelope Colley

Principal

School contact details

Inverell High School

Brae St

Inverell, 2360

www.inverell-h.schools.nsw.edu.au

inverell-h.school@det.nsw.edu.au

6722 3777

School background

School vision statement

Inverell High School has a strong, 80 year tradition of inspiring students to achieve their personal best, by following our school motto, 'Contendo Procedere' – Strive to Achieve. This, coupled with our school mission statement, 'Proud to provide excellent standards in a caring and stimulating environment', informs Inverell High School's vision for the future in educating the young people of our community.

The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, with parents, school leaders and teachers working together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

School context

Inverell High School is situated in northern New South Wales. It is one of two public high schools in the township of Inverell and its Sapphire Community of Schools. Student population includes 23% Aboriginal and Torres Strait Islanders, a Support Unit including classes for mild, moderate and severe intellectual disabilities, as well as a two Multi-Categorical classes. A strong and well-recognised culture of inclusion and achievement is supported by extensive wellbeing initiatives. The school ensures students have a balanced, well-rounded education with access to a diverse range of academic, sporting and cultural opportunities. There is a strong tradition of student and parent participation and the school maintains productive links with local businesses and organisations.

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.

In the domain of Learning Inverell High School is delivering. The school's strategic direction of: An innovative and engaging curriculum that is relevant and future focused that meets the needs of all students, illustrates the emphasis the school has placed on improving student learning. Through the School Impact Project the staff have implemented using Learning Intentions and Success Criteria in each class. Students are improving their ability to assess their learning progress. The ongoing aim is to ensure that student performance continues to improve.

Wellbeing continues to be a priority for the school as identified in our school plan. The procedures within the Wellbeing Framework continue to be evaluated, including trialling the new Anti-bullying action plan. A number of new initiatives were introduced last year including: Wags the Dog, RAGE, TAFE taster, Links to Learning and Bravely. All programs were well received by the students. Professional Learning for staff will continue in an effort to improve student behaviour and improve staff awareness of Trauma Informed Practice.

The school continues to provide a broad curriculum for students. The school's Stage 5 Design and Technology/STEM program has been very well received and a class will run again in 2019. The Learning Centre supports students to complete assessment tasks and learning in general. The school prides itself on providing a range of extra-curricula activities for students. These include cultural and sporting activities such as the school musical, debating, chess and a comprehensive range of sports. It is important that in moving forward, the school continues to develop strategies to continue to improve the engagement of parents in their student's progress at all stages, and that staff improve knowledge of innovative teaching methods.

In the domain of Teaching Inverell High School is delivering. There is an expectation that a clear scope and sequence is developed for all subjects which includes the assessment strategies to be used for assessment for learning. Teaching and learning programs include teaching strategies to be implemented and are beginning to include Learning Intentions and Success Criteria. The school has a common template to evaluate teaching and learning programs. Student assessment of units is encouraged. A focus on improving teaching practice continues to be a school priority.

The school has a process for analysing HSC results which all staff prepare and this is used to improve teaching practice for future years. A greater emphasis on data analysis is required by all staff.

The school continues to have professional learning teams whereby staff discuss their Professional Development Plans and complete observations and provide quality feedback on teaching practice. There is a focus on supporting teachers to achieve higher levels of accreditation.

In the domain of Leading, the school is delivering.

The school has a culture of high expectations. We endeavour to engage parents and the community in a range of school-related activities. The school promotes activities through Sentral, social media and the school newsletter. Parent participation at school functions is good.

The school plan clearly articulates the school's vision and the strategic directions. The plan was developed in consultation with the school community. The school is working towards achieving the milestones. The school needs to develop more effective strategies for providing feedback to all stakeholders.

Schools resources are used to improve student learning outcomes. The school updated a number of classrooms in 2018, including painting and new furniture to improve learning environments for students. The furnishings allow for greater collaborative learning and a positive atmosphere for learning. The Learning Centre in the Library continues to provide support for a significant number of students and Library usage continues to increase.

The School's management systems and processes are continually being improved. The school website has been updated to communicate explicit information about the school's policies and procedures. The policies and procedures are being updated regularly to address the school's priorities.

Overall the school is delivering in all areas of the School Excellence Framework.

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

A supportive environment with a focus on student wellbeing and aspirational expectations.

Purpose

To create a school culture that provides our students with the knowledge, skills and experiences to achieve their personal goals and become respectful and informed citizens in a constantly changing world.

Overall summary of progress

The school is in the second year of the Schools Impact Project managed by Corwin based on John Hattie's work. The project is aimed at improving students learning and providing quality development to all teaching staff around visible learning. Staff are using Learning Intentions and Success Criteria in all classes. Year 11 students participated in the Connections day which focused on pastoral care and team building in Term 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students and staff have a clear understanding of the behaviour and learning expectations of the school.	\$0	Survey data indicates that the school is developing a positive environment and the relationships between staff and students are respectful.
Growth in the percentage of students who are able to articulate what makes an effective learner, and in the students' ability to assess their own learning.	Equity – \$50000 – Impact Coach \$30000 – Project Cost \$10000 – Resources	Student and staff have a clear understanding of the Behaviour and Learning Expectations of the school.
Survey data indicates that the school is developing a positive environment and the relationships between staff and students are respectful.		Growth in the percentage of students who are able to articulate what makes an effective learner and the students ability to assess their own learning.

Next Steps

- Self evaluation of the Wellbeing programs within the school.
- Enter phase 3 of the School Impact Project.
- Move from delivering to sustaining and growing, in areas of the Wellbeing Framework and School Excellence Framework.

Strategic Direction 2

An innovative and engaging curriculum that is relevant and future focused that meets the needs of all students.

Purpose

To foster successful learning through a differentiated curriculum for students, to enable them to be confident, independent, critical and creative thinkers who participate and achieve their potential.

Overall summary of progress

The school offers a broad curriculum. In 2018 Design and Technology was offered to Stage 5 with a STEM focus. Facilities and resources were upgraded to ensure students have the most up-to-date technology available. This elective has become very popular and was increased in size for 2019. ALARM continues to be used as a scaffold for assessment tasks. Training with Lane Clark was also conducted in 2018 to improve staff knowledge on differentiating assessment strategies. The Learning Centre continues to be successful in supporting student learning. Students and staff were provided training and resources to improve students understanding of the characteristics of a learner. Learning Intentions and Success Criteria have been implemented across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students have a clearer understanding of the characteristics of a learner and staff are using Learning Intentions and Success Criteria in lessons.	Equity \$1000 – resources	Students have a clear understanding of the characteristics of a learner and staff are using Learning Intentions and Success Criteria in lessons.
All Stage 4 and 5 teaching and learning programs and assessment tasks identify the learning adjustments made.		All stage 4 and 5 teaching and learning programs and assessment tasks identify the learning adjustments implemented.
An increase of 50% of assessment tasks demonstrate the implementation of strategies such as ALARM to increase the number of students achieving in the top two NAPLAN bands for reading and numeracy.		An increase of 50% of assessment tasks demonstrate the implementation of strategies such as ALARM, to assist in an increased number of students achieving in the top 2 NAPLAN bands for reading and numeracy.

Next Steps

- Continue to update facilities and resources.
- Provide staff training in use of 3D printers, coding and other software.
- Improve use of student voice to ensure curriculum is meeting student needs
- Continue to strengthen the use of ALARM, Learning Intentions and Success Criteria.

Strategic Direction 3

An engaged staff that are passionate, evaluative and reflective.

Purpose

To enhance the capacity of staff to collaborate and use evidence-based practice to respond to the changing needs of education.

Overall summary of progress

The school is in the second phase of a School Impact Project. This project has been implemented across the Sapphire Community of Schools. Staff from the two high schools have been encouraged to work together at the Professional Learning Days. The impact coaches meet regularly to monitor progress of the project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School-wide progress is identified against the School Excellence Framework, in particular an improved use of assessment data.	Equity As outlined in Strategic Direction 1.	School-wide progress is identified against the School Excellence Framework, in particular an improved use of assessment data. This will be improved with the Impact Project in 2019.
Professional development has been delivered collaboratively, and staff have been supported to embed the key features of the School Impact Project.	Equity As outlined in Strategic Direction 1.	The School Impact Project has enabled staff to work collaboratively both within the school and across the community of schools.
All staff have PDP's that identify and monitor specific areas for development and continued improvement. A high proportion of teaching staff are working towards attainment of higher level accreditation.		All staff have PDP's that identify and monitor specific areas for development and continued improvement.

Next Steps

- Continue to work collaboratively with Sapphire Community of Schools and determine future direction for the completion of the School Impact Project.
- Encourage staff to work towards attainment of accreditation at higher levels.
- Staff to work on their individual project to determine their impact on students learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$85000 – Clontarf \$60633 – AEW wage \$7844 – Curriculum Support and Strong Smart and Deadly • Aboriginal background loading (\$153 477.00)	The Strong Smart and Deadly girl's program has improved Aboriginal girls' esteem and engagement at school. The Clontarf Academy has met its targets. Aboriginal students were able to access the curriculum and extra curricula activities offered.
English language proficiency	\$18594 – Teachers wage for support to students • English language proficiency (\$18 594.00)	Students who have English as a Second Language are supported to gain confidence in completing class and assessment work.
Low level adjustment for disability	\$229049 – 2.2 LAST \$108246 – SLSO's to support students in class • Low level adjustment for disability (\$337 294.00)	Students with disabilities and additional learning needs have been supported within the classroom and provided with enhanced learning opportunities to improve learning outcomes.
Socio-economic background	\$60663 – SLSO to assist in Learning Centre \$60663 – SLSO to assist with welfare initiatives \$56914 – Additional SASS staff to improve communication with parents \$100000 – Visible Learning Project which includes Impact Coach Wage, Fees and Admin Costs. \$60000 – STEM initiatives \$15000 – Curriculum initiatives eg Lane Clark, ALARM \$30000 – Welfare programs eg student support, merit system etc \$20255 – Teachers wages to support curriculum structure. • Socio-economic background (\$403 495.00)	Welfare programs implemented to support student wellbeing. Staff employed to support the Learning Centre and increase curriculum choices. SASS member to improve community engagement. STEM initiatives funded to improve opportunities within the school. Visible Learning Project implemented within the school.
Support for beginning teachers	Funds unknown at time of publication. Time has been allocated to staff in anticipation of allocation. • Support for beginning teachers (\$0.00)	Beginning teachers are supported and provided with effective mentors. The induction program has been effective at supporting beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	307	296	301	288
Girls	315	299	284	252

Enrolment numbers at the feeder primary schools have declined and this is reflected in our declining numbers.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92	90.5	88.1	87.9
8	90.3	85.5	89.2	79.7
9	89.3	88	84.5	83.7
10	88.3	89.4	83.6	81.9
11	85.8	85.9	88	83.2
12	89.6	85.9	88.2	85.5
All Years	89.2	87.5	86.9	83.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Messages are sent out daily to parents who have students absent from school. Letters are sent to parents twice a week for those without mobile phones. Students with ongoing attendance issues are discussed at Learning and Support Team meetings and fortnightly meetings with the HSLO. Clontarf monitor Aboriginal boys attendance closely and regularly meet with parents. Due to a death of a student in fourth term attendance for students was lower.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	10	10
Employment	1	24	38
TAFE entry	2	2	3
University Entry	0	0	46
Other	1	1	3
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2018 there were 2 students with School Based Traineeships.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students in the HSC year attained their HSC and/or equivalent vocational education qualifications. 100% of students who studied one or more vocational education subjects achieved Certificate II or Statement of Attainment towards Certificate II.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	34.7
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.08
Other Positions	1

*Full Time Equivalent

Currently Inverell High School has 2 permanent Aboriginal staff members. 1 Teacher and 1 School Administrative Officer. We also employ 1 Aboriginal Education Worker. The 3 staff who work for Clontarf are

also 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	0

Professional learning and teacher accreditation

At Inverell High School all staff that undertook Accreditation were deemed Proficient as were staff who were required to maintain their Proficiency Accreditation.

Inverell High School offered a wide range of Professional Learning opportunities to staff. These included: School Impact Project, Lane Clark Presentations, subject specific training and welfare programs.

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	870,472
Revenue	8,596,012
Appropriation	8,296,003
Sale of Goods and Services	21,754
Grants and Contributions	249,718
Gain and Loss	0
Other Revenue	18,110
Investment Income	10,426
Expenses	-8,510,668
Recurrent Expenses	-8,510,668
Employee Related	-7,344,397
Operating Expenses	-1,166,270
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	85,344
Balance Carried Forward	955,816

- The Business Manager, SAM and Principal meet fortnightly to view reports and ensure the budget is managed according to the School Plan.
- The balance carried forward does not reflect outstanding orders for items such as: school bus (\$132000), Clontarf fees for 2018 (\$80000), School Sign (\$25000) and outstanding bills for the classroom upgrade (\$30000).
- The school received more funds than expected for sick and FACs leave.
- It is intended to build a shed to house the bus.

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	5,818,893
Base Per Capita	118,110
Base Location	72,928
Other Base	5,627,856
Equity Total	912,860
Equity Aboriginal	153,477
Equity Socio economic	403,495
Equity Language	18,594
Equity Disability	337,294
Targeted Total	929,947
Other Total	188,885
Grand Total	7,850,586

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

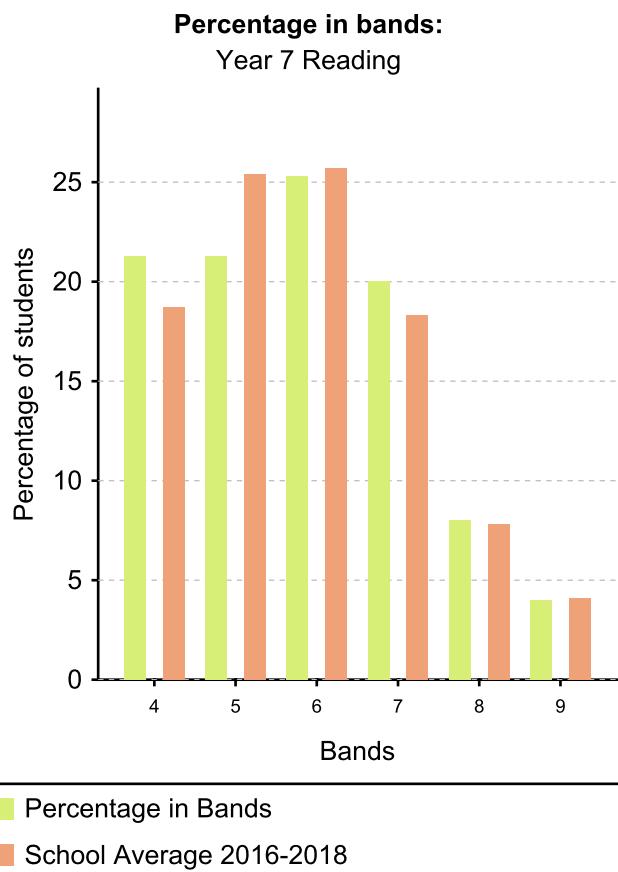
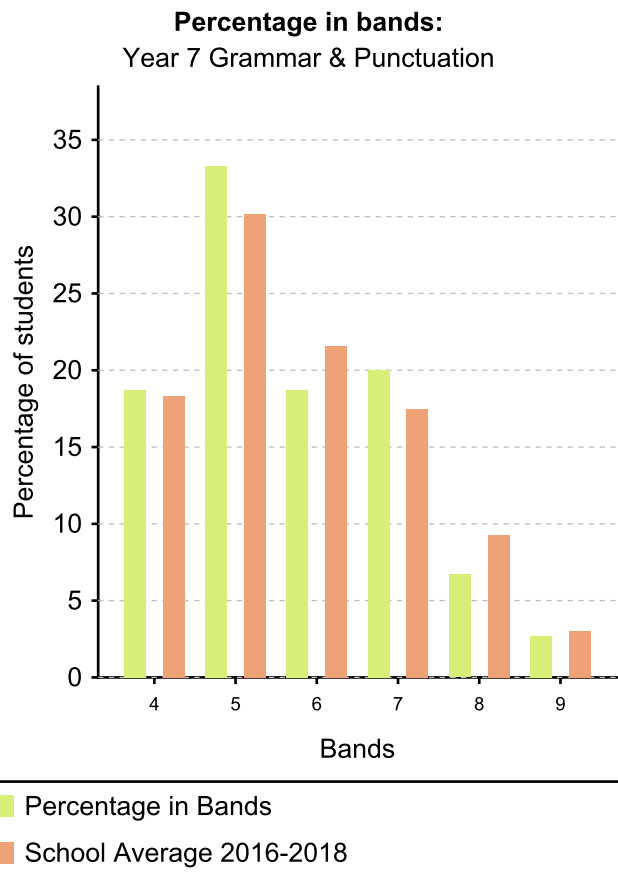
NAPLAN

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.

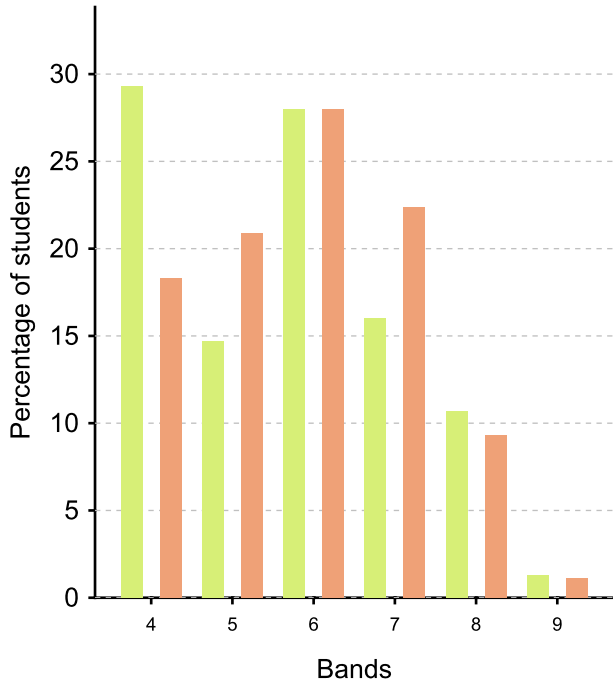
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

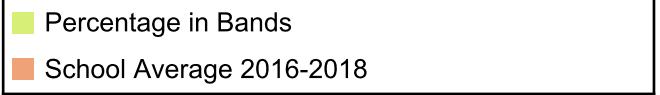
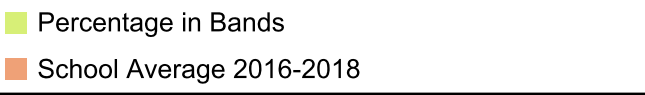
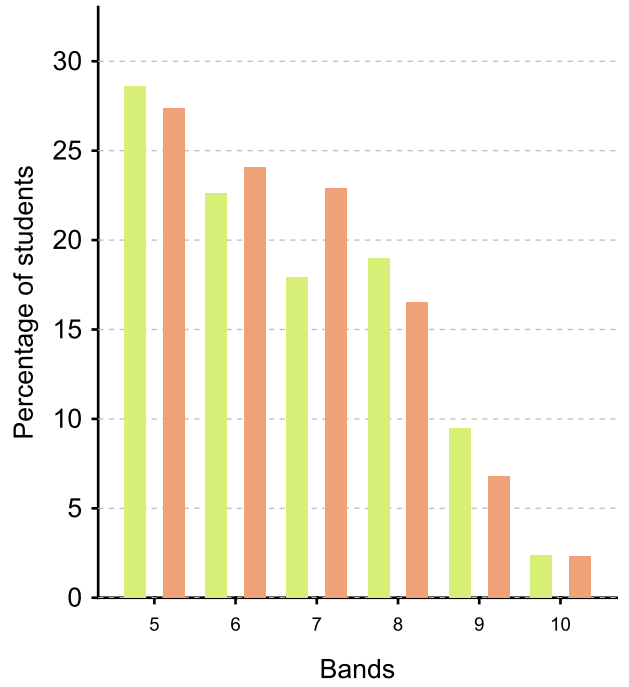
In Year 9 there is an increase number of students in the top two bands for grammar and punctuation and reading. Writing continues to be an area of weakness for both Year 7 and Year 9.



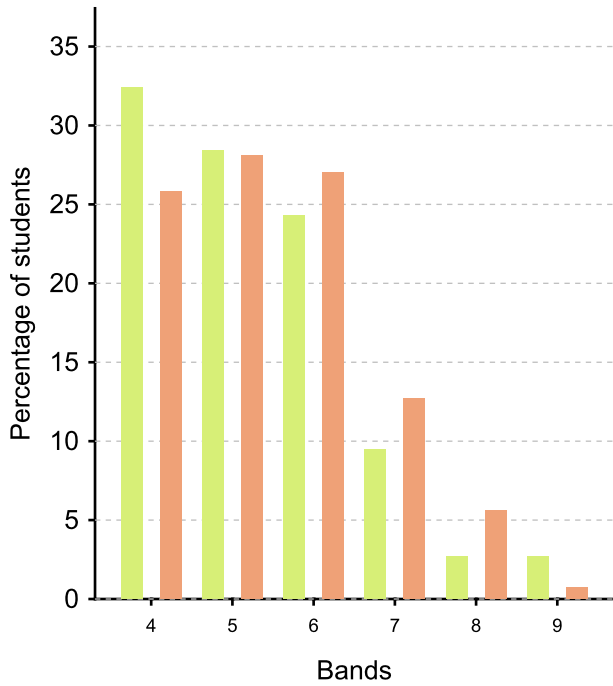
Percentage in bands:
Year 7 Spelling



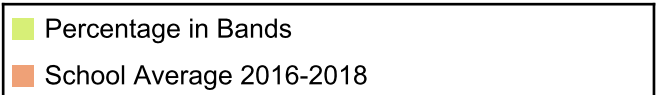
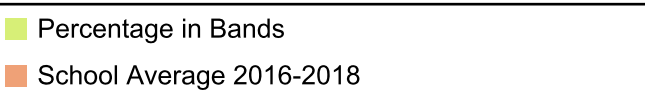
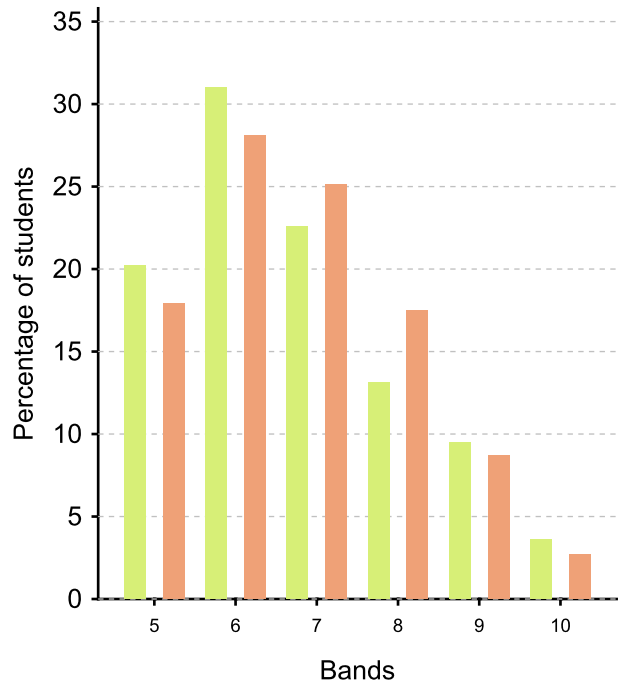
Percentage in bands:
Year 9 Grammar & Punctuation



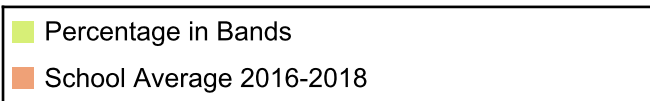
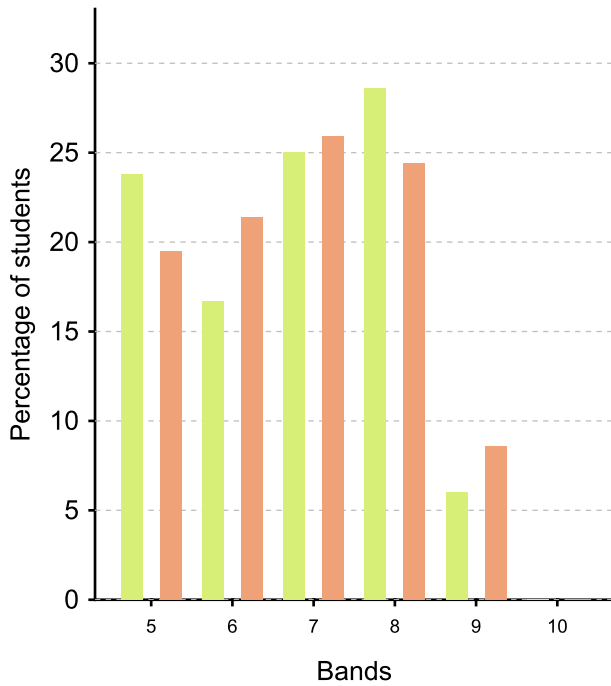
Percentage in bands:
Year 7 Writing



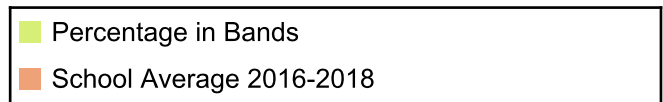
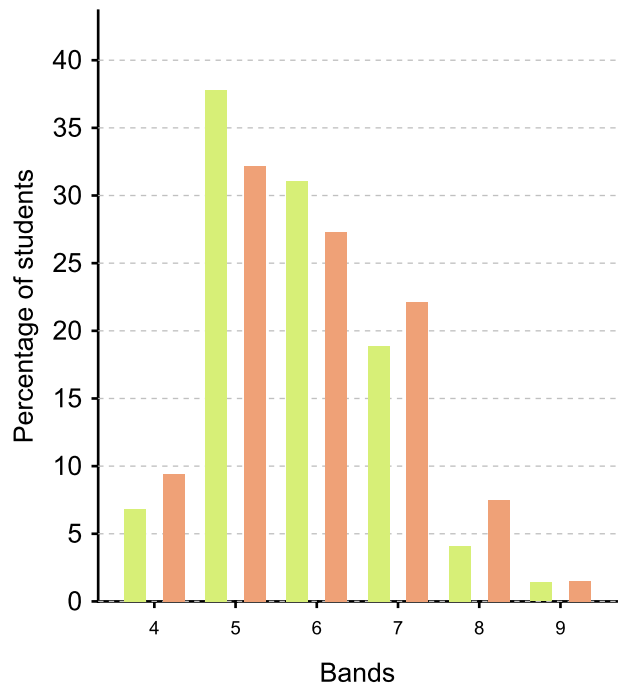
Percentage in bands:
Year 9 Reading



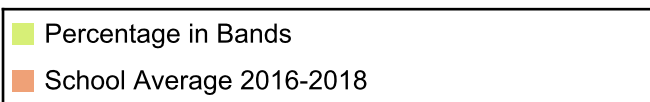
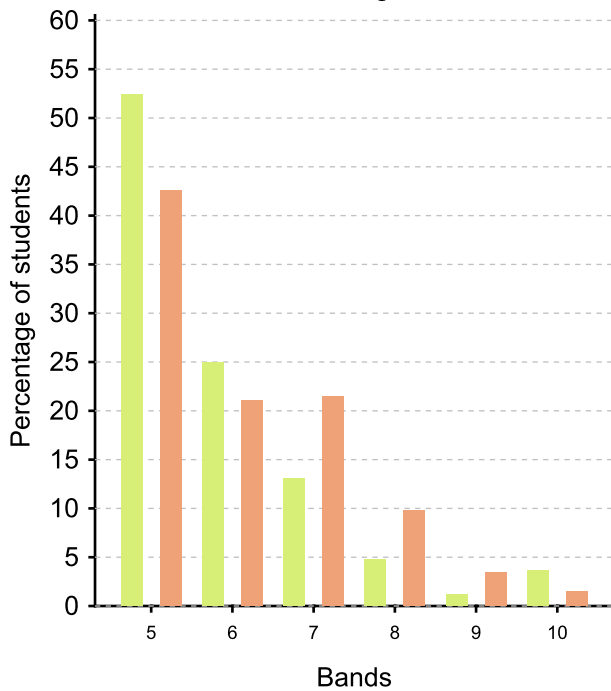
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 7 Numeracy

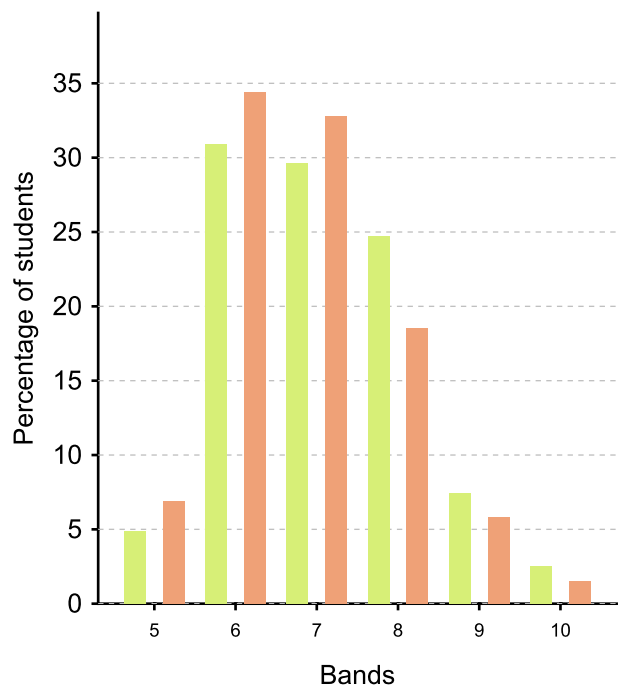


Percentage in bands:
Year 9 Writing



There is an increase number of students achieving the top 2 Bands for Numeracy.

Percentage in bands:
Year 9 Numeracy



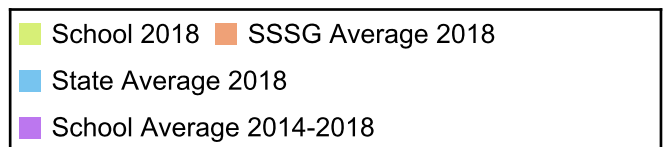
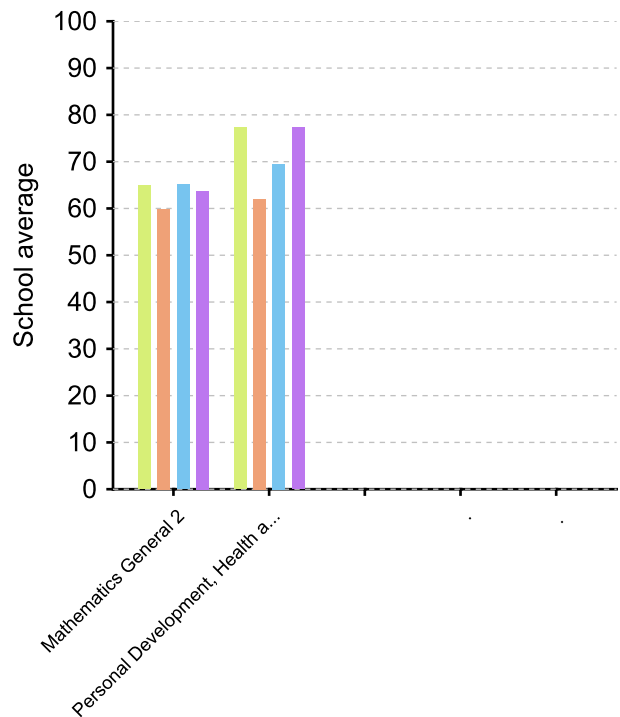
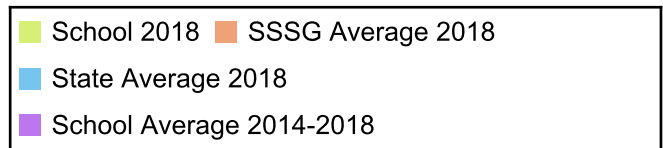
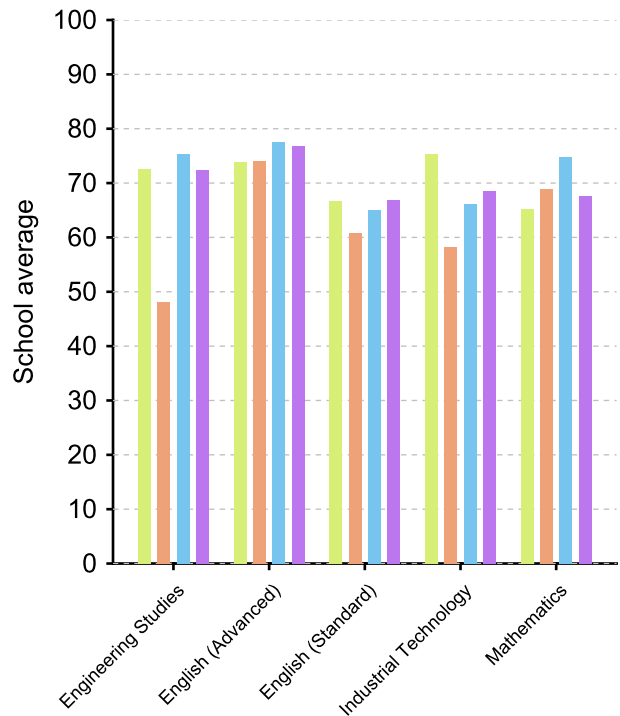
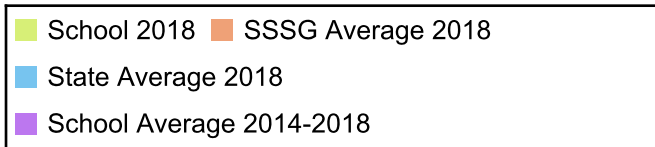
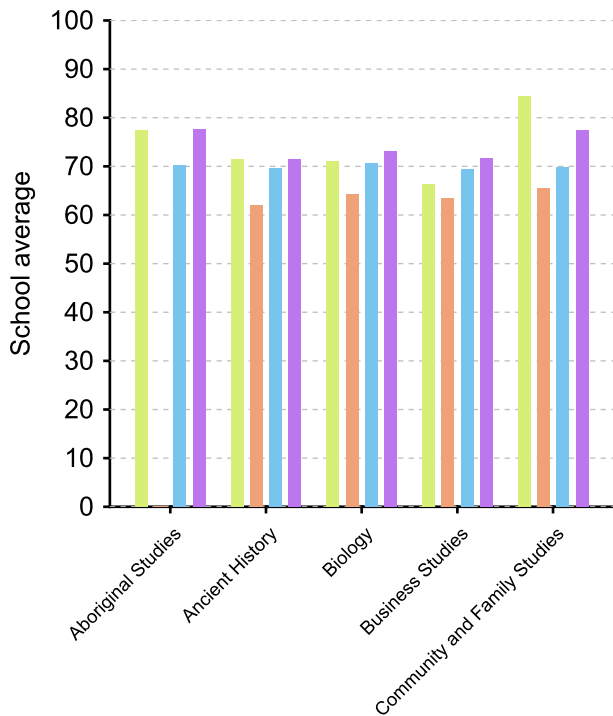
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

There has been a decrease number of Aboriginal students achieving in the top two bands of NAPLAN

with no Aboriginal students achieving in the top 2 Bands.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The 2018 HSC results continue to be very strong with many subjects achieving results above state average.



Parent/caregiver, student, teacher satisfaction

Students in years 7–11 completed the Tell Them From Me Survey in 2018. The results indicated:

In the area of social engagement

- 77% of students indicated they have positive relationships at school.
- 63% of students participate in school sports and clubs.
- Only 53% of students have a positive sense of belonging.

In the area of Institutional Engagement

- Only 57% of students value schooling outcomes as compared with 75% at state.
- 83% of students have positive attendance.
- 84% of students have positive behaviour at school.

In all areas of factors associated with student engagement Inverell High School is above state average.

Students were also surveyed about the school merit system. The data was overwhelmingly positive.

- 94% of students think we should have rewards for students who consistently do the right thing.
- 85% think the current system is fair.
- 79% think it's good to recognise students with certificates.

In 2019 the school will be undertaking an extensive self assessment of Student Wellbeing.

Policy requirements

Aboriginal education

Inverell High School has continued to deliver our high standard of culturally appropriate and innovative programs directed at improving the educational achievements of our highly valued indigenous students.

Aboriginal Studies classes are offered from Year 9 through to Year 12. Aboriginal Studies is a very popular subject choice as it provides a unique experience for both aboriginal and non-Aboriginal students. It involves the study of Aboriginal history and culture and its fundamental connection to the Aboriginal identity and the contribution of Aboriginal cultures and communities in Australian society.

The Strong, Smart and Deadly Girl's Program continued to be a popular choice for sport. The program aims for students to develop enrichment attributes and habits towards education as well gaining vital health, legal and personal care information and understanding. The program aims to strengthen the connection of our Aboriginal girls to both school and community, and all parts of the program have a high community cultural focus.

The program provides a variety of lessons and experiences on appropriate behaviour in different situations, resilience and social skills, sporting activities, cooking, eating out and nutrition, personal care, anger management and conflict resolution, sexual and mental health and wellbeing, drug and alcohol information.

Visits from local and community health workers,

Armajan Health and services such as police, domestic violence, drug and alcohol workers, local businesses and community members and Aboriginal elders, occur regularly so students can learn more about themselves and their community, where and how to locate or contact support, and how to develop better coping skills and improve resilience.

The Inverell High School Clontarf Academy had 80 students in 2018. The academy continues to participate in a variety of activities both within and outside the local community.

Working in partnership with the school, Clontarf has been able to attract and maintain Aboriginal boys attendance at school and have them representing the school in a variety of events.

Students involvement in community activities such as the ANZAC Day march and working with the Rotary Club provided a great experience for the boys. Academy members marching in the White Ribbon March raising awareness of domestic violence sends a powerful message to the community.

Students also represented Inverell High School at the Myall Creek Memorial Service.

NAIDOC Week was a wonderful week of celebrations at Inverell High School. These involved morning tea with community, flag raising ceremony, our annual NAIDOC awards assembly with Carol Green explaining the importance of women in Aboriginal communities. The students were recognised for their effort and excellence in sporting, academic and community areas.

Multicultural and anti-racism education

Inverell High School has approximately 5% of students from Non-English speaking backgrounds. We have staff to support these students with extra tuition as required.

We have three staff members trained as anti-racism officers who deal with any reports of racism.