Southern Cross School of Distance Education

2019 Annual Report

4659

Introduction

The Annual Report for 2019 is provided to the community of 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.

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Message from the principal

2019 has seen the School physically come together from three campus' to one. Primary have moved from Casino to East Ballina, Ballina has moved to East Ballina and East Ballina have moved into the old High School buildings. The school continues to run Hubs, outreach and projects in many of the areas that we service, with programs also running to specialise in certain areas and for students with specific needs. The school has continued to grow and the expectation is that this will plateau out at some point in the near future. Southern Cross School of Distance Education continues to provide for the needs of students who are travelling, isolated on properties, who have medical needs and students who are unable to attend a face to face school for multiple reasons including trauma, anxiety and behaviour. Our staff are welfare oriented and provide a structured curriculum to cater to the needs of each individual child.

School background

School vision statement

We are a catalyst for change, inspiring learners to reach their full potential. We 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

Increased attendance and engagement

Progress towards achieving improvement measures

Process 1: **Ensuring quality Teacher Professional learning and dialogue including providing support for teacher accreditation including Highly Accomplished and Lead Teacher level**

Evaluation	Funds Expended (Resources)
Primary: Professional learning in such areas as Trauma as well as the mentoring of teachers returning to DE after long term leave have equipped teachers to better support their students. Stronger Smarter training has deepened teacher understanding of Aboriginal Education and resulted in workplace challenges to improve student outcomes. Whole School: There is a strong focus on Aboriginal education as many staff attended Stronger Smarter and Connecting to Country. Student and Staff wellbeing was also prevalent with Youth Mental Health First Aid training and Suicide Response Planning. Compulsory Anaphylaxis and CPR was undertaken. For Curriculum Numeracy was a focus this year as well as a continuation of How2Learn.	Guest presenter and whole school TPL funds

Process 2: **Strengthening and supporting Student Leadership skills**

Evaluation	Funds Expended (Resources)
Students were involved in the "Darkness into Light " walk. Student Leadership Team also attended the North Coast SRC Symposium where they actively participated and presented ideas. Welcome packs were made by the Student Leadership team for Yr 7 2020. A successful 'Market Day' was held with a number of nick knack and food stalls as well as raffles where over $800 was raised for the Rural Fire Service. A number of students were presenters at our 3 end of year presentation ceremonies.	senior students Student leadership team

Progress towards achieving improvement measures

Process 3:   Providing wide variety of Student Opportunities to support their wellbeing and engagement

Evaluation	Funds Expended (Resources)
School was the recipient of an Elsa Dixon Grant of $50,000 to employ School Based Trainees in a range of positions internal and external to the school 2020–2021. Our students were involved in White Card and Barista Training as well as TAFE taster days and work experience. The careers and Transition hub has been set up in the Ballina Hub. All these resources are giving students access to knowledge and skills for future career directions. They were involved in Do–it–For–Dolly day increasing anti–bullying awareness. Students performing on Presentation Day had a sense of achievement and pride in self and school. The school camp was a success with 35 students forging relationships with students and staff as well as undertaking activities that took them out of their comfort zone. Primary and Secondary mini schools which were held every term encourage student engagement and practical team building. Primary: The German language program gave our isolated students access to a broad curriculum as well as a larger peer group for socialisation opportunities. It increased collaboration between partner schools.	Teacher administration of funds, host employer liaison and recruitment of students $20,000 students Finalisation of 'Careers & Transition Grant' totaling $3000 faculty budgets **Funding Sources:** • External – Elsa Dixon ($20000.00)

Process 4:   Promoting student and school achievements

Evaluation	Funds Expended (Resources)
Students achieved a sense of recognition, achievement and pride and parents were informed of their students achievements and progress through student newsletters, school website, Facebook, reports and presentation ceremonies. Students also achieved merit awards throughout the year which led to overall Gold, Silver and Bronze achievement awards presented at the end of year Presentation day Awards. Students celebrated completing their secondary education with their peers and family at the Yr 12 luncheon. Stage 6 results and university placements were published in the student newsletter.	Achievement awards, internal and external Celebration of success school funded Website, local paper, student newsletter Certificates

Process 5:   Unused

Evaluation	Funds Expended (Resources)
Unused	

Process 6:   Unused

Evaluation	Funds Expended (Resources)
Unused	

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. .

Improvement Measures

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)

Progress towards achieving improvement measures

Process 1:   Providing individualised support for students

Evaluation	Funds Expended (Resources)
Introduction of additional Learning and Support Teacher (L&ST) has been successful. The L&ST positions are now: 0.6 Richmond Central/ Clarence West, 0.6 North Coast/Ballina Byron Coffs and 0.2 Aboriginal and Alternate Learning. These positions align with the existing wellbeing structure and provide targeted support for students in each area. In supporting teachers and their ability to adjust learning to meet the individual needs of students, the L&ST are available every Friday for individual teachers as required. Faculties have also accessed training with the L&ST during faculty meetings. Reader Pens were purchased to allow students with poor reading skills to be able to engage with written texts to support their engagement in learning. The reader pens were suitable for students who had good comprehension skills . These reader pens have been highly effective for students who have been granted disability provisions for the HSC examinations. The current enrolment assessment package was evaluated and the results indicated the assessment package needed to be revamped to ensure we are collecting effective assessment data to ensure student learning needs can be identified early and the information provided to teachers.. The L&ST team investigated a range of assessment strategies, using evidence–based research as the basis for the updated assessment package. The updated assessment package was sent to the leadership team for ratification. The leadership team requested further updates to this document.	Purchase of Reader Pens $3450 **Funding Sources:** • Socio–economic background ($3450.00)

Process 2:   Using evidence to inform teaching and learning programs, especially in numeracy and literacy

Evaluation	Funds Expended (Resources)
Implementation of the literacy program, Rip it up Reading, has been very successful, with students identified receiving one to one support in building their literacy skills at the point of need. Support for numeracy was provided to staff through the registered SDD Term 3 and Eddie Woo presentation, funded through TPL funds. The required deliverable tasks from the SDD were developed by staff through out Semester 2; and were shared with each other, at a staff meeting in week 8 term 4, demonstrating how they had implemented numeracy within their teaching and learning program and	TPL funds for Primary conference TPL funds for Numeracy SDD Staffing for 2 days Writing allocation

Progress towards achieving improvement measures	
practices. HSC results analysis was conducted by head teachers and year 12 teachers. Results were analysed and data collected, comparing to previous years results. These comparisons informed whether changes made to teaching practices had an impact on student outcomes and was also used to identify further changes to ensure continuous improvement. Introduction of the new PDHPE syllabus was very successful across K–12 with odd (1,3,5,7,9) year learning sequences have been updated/developed to include new PDHPE syllabi, taught and evaluated. Writing time of $12000, funded from Low socio economic RAM, was provided to Primary staff. The Canvas team embedded a process for module evaluation by students to provide feedback to teachers about the learning materials . These evaluations informed teachers of areas for improvement within their teaching and learning programs. This process was a simple and effective tool for teachers to receive feedback and to allow quick action for improvements to the online courses learning materials.	per week paid from Socio–economic background **Funding Sources:** • ($20800.00)

Process 3:   Providing opportunities for student growth in learning

Evaluation	Funds Expended (Resources)
Implementation of HOW2Learn Phase 2 occurred this year, with the focus being 'How the Brain learns', 'Stretching your learning habits', 'We value what we measure', 'Practices that are strategic' and 'Responding with learning in mind'. Feedback from faculties regarding implementation of HOW2Learn strategies as follows: • 7/12 faculties are embedding Growth Mindset into teaching and learning • 4/12 faculties are embedding the idea of the Learning Pit into teaching and learning • 7/12 faculties are embedding Learning dispositions/habits actively into teaching and learning • 7/12 faculties are embedding Practices that accelerate learning into teaching and learning • 5/12 faculties are embedding How the brain learns into teaching and learning The expansion of the Aboriginal and Alternate Learning programs, through community consultation and school services team negotiations included Baryulgil, start date Tuesday 5 March, and Gurehlgam, start date Wednesday 6 March. This delivery supported and provided further opportunities for student growth in learning through the provision of regular face to face teaching and wellbeing support. With the refurbishment of the Southern Cross school site a STEM Lab was created. This space provides multiple opportunities for student learning within STEM. STEM Biomimicry Robot Muscle Workshops were offered to students., with great take up by students across year levels. Primary staff also ran a very successful STEM mini school using Lego Mindstorm. Evaluations indicated the students found this to be a highly engaging challenging activity that also allowed for a sense of play within their learning. The major purchase for the STEM lab was a laser cutter ($15000) enabling students to engage in a greater range of STEM activities; with 10 students attending a mini school and 60 staff trained in Term 4.	Staff HOW2Learn modules and feedback sheets Curriculum Budget STEM Lab: Laser Cutter **Funding Sources:** • ($18000.00)

Process 4:   Creating continuity of learning K–12

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
The school participated in the School Improvement Curriculum Monitoring Process this year, which ensured English, Aboriginal and Alternate Learning and Engagement Learning faculties align, particularly in Stage 6, all necessary documentation was updated and now reflects a commonality of programming, evaluation and record keeping. This also occurred in Primary with the Stage 3/4 English learning sequence provided a useful transition resource for teachers to use as well as facilitating collaboration between primary and secondary teachers. It is to be presented at the DE Symposium 2020. A focus toward developing digital media resources was supported through the Learning Innovation Team, where green screen training and support was provided. Two green screens and 15 iPads were purchased for each faculty at a cost of $200000. Evaluation of the green screen training reflected high staff engagement with the training. It was identified that as of 2020 we would need to implement further support to enable staff to develop confidence in the use of green screen and the Learning board for digital media production. An EOI process was conducted with 3 staff being successful in gaining a 0.2 staffing allowance in 2020. With the move to one site for the school this year the school celebrated NAIDOC with community . Cultural activities were provided to students K–12, this was the first learning opportunity for whole school cross–curricula and all stages of learning. Feedback from community was excellent, where they felt ownership and authorship of the activities. Feedback from the students included they enjoyed working cross curricula and cross stage, allowing for an amazing breadth of learning experiences.	Staff Distance Education and Rural technologies Team SICM documents TPL funds Documentary: The Final Quarter Green Screens and iPads. **Funding Sources:** • ($24500.00)

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**.**

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: Analyse the data from all sources to determine community satisfaction, progress toward student outcomes and general overview of community perception.

Evaluation	Funds Expended (Resources)
Although we have hit a green light here, it is for the processes, not for the result. We still have a way to go to ensure that we are meeting the needs for the vast majority of our community, rather than just most of our school community. We are excelling in some areas, doing well in others, and there are some that need attention. We also need to work on ensuring that we cover a full range of our community when collecting data.	Community surveys, community and business links, conversations and collaboration

Process 2: Creation of Partnerships and community Alliances, along with the continuation of current partnerships and alliances to mutually benefit the students, the community and the school..

Evaluation	Funds Expended (Resources)
This is an area that we excel in. We have multiple partnerships and are constantly creating more. Our students are the beneficiaries of this as they take on employment, training activities and qualifications that promote their possibilities for employment and further education. Our team are constantly looking for and working toward the creation of more partnership opportunities and thinking outside the box to create best practice in the opportunities offered for out students.	All community partners and business partners, local councils, schools and our school community

Process 3: Provision of Professional learning opportunities to ensure currency, cultural awareness and ongoing support for the wellbeing and educational pathways for students and their families.

Evaluation	Funds Expended (Resources)
This has been highly successful, particularly around our staff trained in the areas of Stronger Smarter and 8 Ways with the school implementing a large variety of activities to promote student and staff learning. We have had staff engage with the AECG across our footprint to do the Connecting to Country, and the Aboriginal pedagogies helps students from all walks of life in their learning. Our staff have not only trained up in the school priority areas, but also in areas of interest, all of which, have promoted student learning. Many staff use this training to implement into their teaching and learning practices, and work with other staff to assist in the promotion their practice.	Our TPL team, other sources for training, the DOE, Stronger Smarter institute, 8 ways **Funding Sources:** • TPL funding ($180000.00)

Process 4:   Work practices and partnerships to create a Holistic community whereby all parties have ownership and a sense of belonging where their worth and value are recognised and acknowledged.

Evaluation	Funds Expended (Resources)
We are still working toward our vision of ownership amongst our community, and although we are well on the way to this end, our final vision has not been achieved. We are hoping to make more traction in this area in 2020 with the staff now being on one site and students having the ability to access all the new areas, with some areas still to come. Our vision is to have all staff and students familiar with the site, using it regularly and building a strong sense of community ownership within this site.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Stronger Smarter leadership program Stronger Smarter Specialist program Community spaces at Ganggalah(Tweed Heads) and Gurrehlgam (Grafton) **Funding Sources:** • Aboriginal background loading ($4 818.00)	A key focus of Aboriginal Education within the school for 2019 was professional learning for staff, particularly Stronger Smarter. This year 9 staff completed the Stronger Smarter Leadership Program at a cost of $27720 funded from Aboriginal background RAM. In addition 6 staff completed the Stronger Smarter Specialist Program, at a cost of $18000 . The impact from this training is building an informed staff who are able to implement the Stronger Smarter Philosophy and meta strategies within their teaching practice. The creation of a Stronger Smarter team, supports the implementation of the Stronger Smarter approach across the whole school. Our aims are to have at least half of the executive team trained in Stronger Smarter and to support any interested staff member complete the training. Currently 11 of the 25 executive have completed the Stronger Smarter Leadership program, with 5 of these also having completed the additional Specialist program. In addition staff attended professional learning in Connecting to Country training in Tweed Heads, Lismore, Casino and Coffs Harbour. Aboriginal and alternate learning hubs were established in Grafton, Tweed Heads and Baryulgil, in consultation with community and school service teams. Costs of hiring community spaces to support this expansion included $2918.18 from Aboriginal background RAM. This has lead to enhanced learning outcomes for Aboriginal students, in communities where a need for alternate educational provision was identified and approved by the local school services teams and Director. Improved outcomes included increased attendance and participation in rigorous learning that met curriculum requirements as well as being culturally sensitive, contextualised to location and individualised student needs.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($35 000.00)	The school receives a provision of 0.9 funding for Learning and Support teachers, further funds are allocated so that we have 0.6 L&ST for Clarence West and Richmond Central, 0.6 North Coast and Ballina Byron Coffs areas and 0.2 L&ST within the Aboriginal and alternate learning programs. This has ensured that all students are able to receive the support they require to effectively engage in learning. The L&ST positions also provide support to teachers so that they are able to provide work that meets identified students at their point of need. In Term 3 the school employed a student support officer, whose main role was to support families access to appropriate NDIS or other community based systems. This support better enabled the families, and in particular the students, to engage with the

Low level adjustment for disability	Funding Sources: • Low level adjustment for disability ($35 000.00)	school and the learning required.
Socio–economic background	Staff Community spaces Vehicles Student Visits **Funding Sources:** • Socio–economic background ($335 363.00)	Identified need for additional staffing roles within the school involved use of RAM funding to support the implementation. This included $138140.00 for a second Deputy Principal. This position is RAM Funded 3 year permanent appointment (Appointed end 2018) with 2019 being the first year of 3 year position. The DP position is effectively supporting functioning of whole school. Literacy was identified as a point of need for students, $94000 of Low socio economic RAM funding was used to implement the targeted reading program, Rip it Up. This funded a coordinator position and 4 teachers at a 0.2 for identified students in Tweed Heads, Murwillumbah, Pottsville, Ballina, Alstonville, Lismore, Inverell, Coffs Harbour and Woolgoolga. Data analysed indicated students were able to increase their reading capacity, insert data. Anecdotal feedback from parents also indicating students had increased capacity and confidence, demonstrating their this through reading things such as TV closed captions, newspapers, advertising materials where previously they had not been able to do so. Continued delivery of student support through provision of learning hubs, rental of community spaces $13865.56; vehicles, costs $74281; and students visits, costs $25077.83, supported students in their access to and engagement in learning.
Support for beginning teachers	Funding Sources: • Support for beginning teachers ($13 390.00)	Beginning Teacher Funds for staffing from previous grant $13390, was used to support temporary teachers in gaining accreditation at proficient. Finalisation of Beginning Teacher support mentor position due to no appointments, permanent or temporary, to the school eligible to receive the funding, therefore decision is to not fund the position for 2020. A review of position in future when/if Beginning Teachers are appointed to the school. Ongoing support for Early career teacher is provided through relevant supervising HT and Principal; and, where relevant, the HT Curriculum.
Grants	Variety of Grants **Funding Sources:** • ($50 729.00)	A range of additional funds were received by the school as follows: • Kim Morris received a grant of $906 to support her being training as the school ARCO • Tech team received a RDE grant of $4987 for Technology support: Training Staff in use of Microsoft Surface Pro • Rob Roberts received a Department of Education grant for training in Youth Aware Mental Health program, funds of $2267.000 were received to cover casual relief. The remainder of the grant was not paid to the school, instead they were paid directly to fund

| Grants | Variety of Grants

Funding Sources:
• ($50 729.00) | course costs, flights and accommodation
 • The school received a grant of $34299 from the Department of Education to support the implementation of the HSC minimum standards. An EOI was conducted to establish a 0.2 HSC minimum standard coordinator position for 2020 at a cost of $20600. This position will support students accessing the minimum standard testing in a distance education. Remaining funds will be put towards development of resources to support students be able to meet the HSC minimum standard
In addition a range of successful grant applications were paid to the school:
 • Rafael Browne was successful in gaining a Nutrition Plus Grant of $7500. Students were involved in the construction of a bush tucker garden at Ngulingah lands council.
 • Kath Barker was successful in gaining an Aboriginal and Torres Strait islander Healing 2019 schools micro grant of $770. These funds |
| **School refurbishment** | **Funding Sources:**
• Socio–economic background ($646 000.00) | Ongoing school refurbishments continue. The school has moved to the East Ballina site and operates out of the old Secondary School buildings. These have been purpose designed to suit Distance Education and our students. The school still operates in other towns through learning hubs and projects. |

Student information

Student enrolment profile

Students	Enrolments	
	2018	**2019**
Boys	298	293
Girls	304	305

This data is taken on face to face schools census date and does not reflect the true numbers of students enrolled in 2019. Due to the nature of distance education enrolment numbers are very flexible, often with increasing numbers after our census date which is the last day of term 1. Our numbers increased to 740 full time equivalent during 2019 with an overall total of approximately 1200 students.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	19
Employment	N/A	26	22
TAFE entry	N/A	34	3
University Entry	N/A	N/A	20
Other	N/A	40	12
Unknown	N/A	N/A	24

Year 12 students undertaking vocational or trade training

35.59% of Year 12 students at Southern Cross School of Distance Education undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

21.1% of all Year 12 students at Southern Cross School of Distance Education expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	20
Classroom Teacher(s)	109.37
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.17
School Administration and Support Staff	20.66

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	4,174,632
Revenue	20,968,753
Appropriation	20,385,555
Sale of Goods and Services	24,172
Grants and contributions	546,934
Investment income	12,091
Expenses	-19,546,065
Employee related	-17,601,828
Operating expenses	-1,944,237
Surplus / deficit for the year	1,422,688

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	0
Equity Total	1,613,790
Equity - Aboriginal	326,847
Equity - Socio-economic	1,083,528
Equity - Language	0
Equity - Disability	203,415
Base Total	979,776
Base - Per Capita	178,794
Base - Location	6,339
Base - Other	794,643
Other Total	16,558,288
Grand Total	19,151,854

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
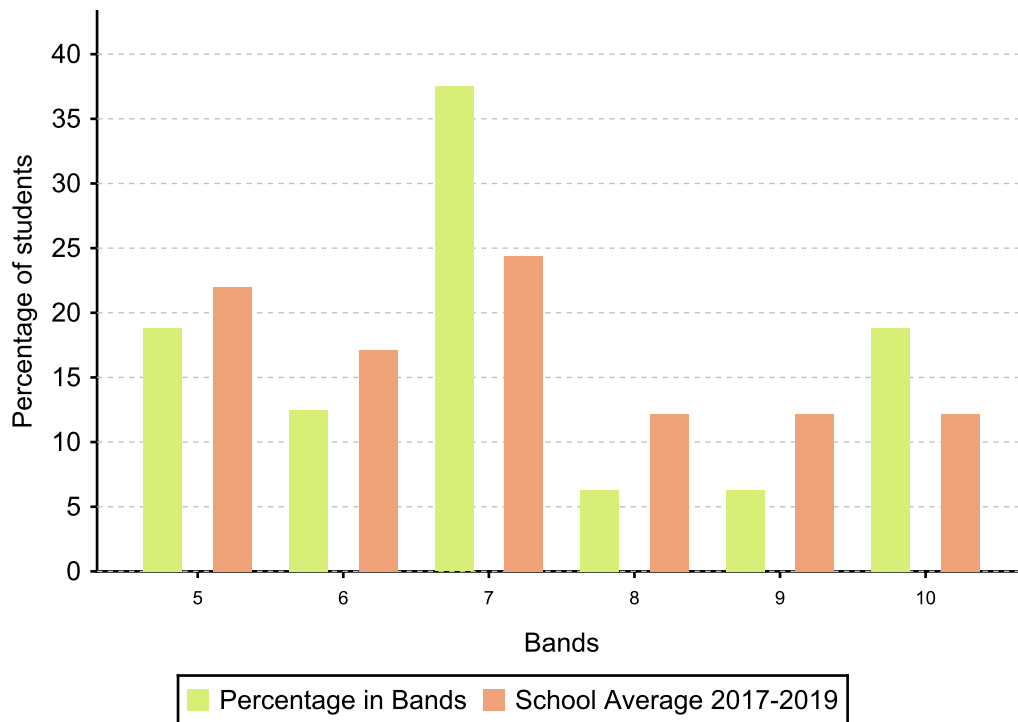
Percentage in bands:
Year 9 Grammar & Punctuation
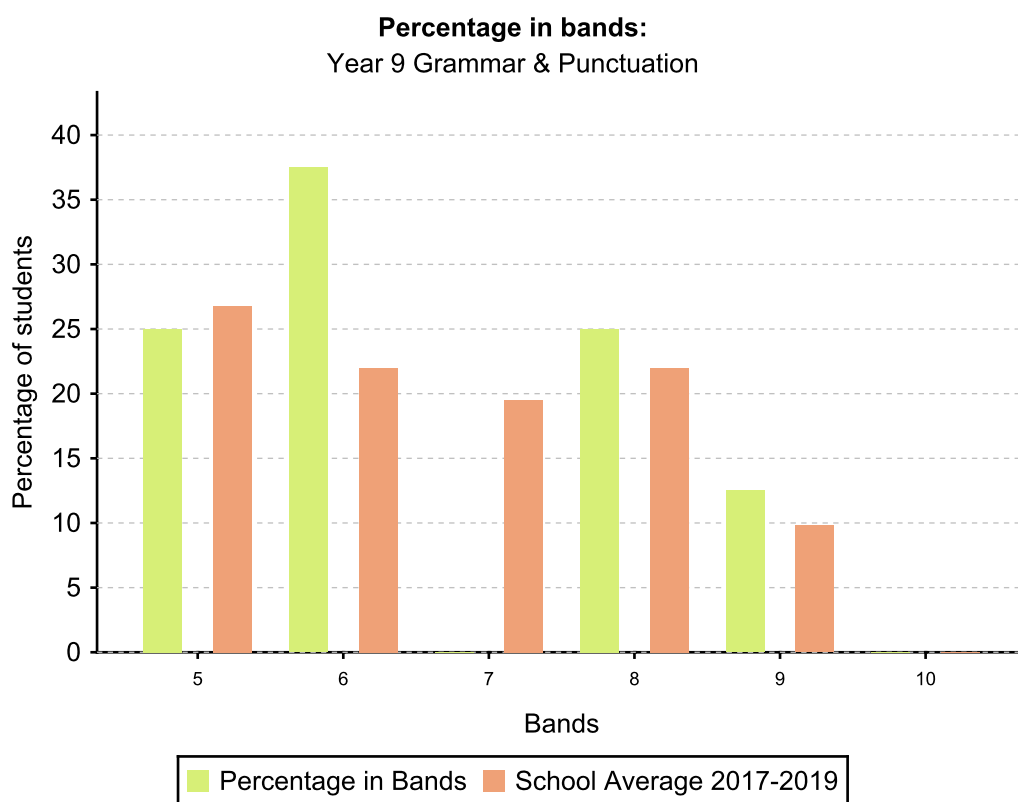
Band	5	6	7	8	9	10
Percentage of students	25.0	37.5	0.0	25.0	12.5	0.0
School avg 2017-2019	26.8	22	19.5	22	9.8	0

Percentage in bands:
Year 9 Reading
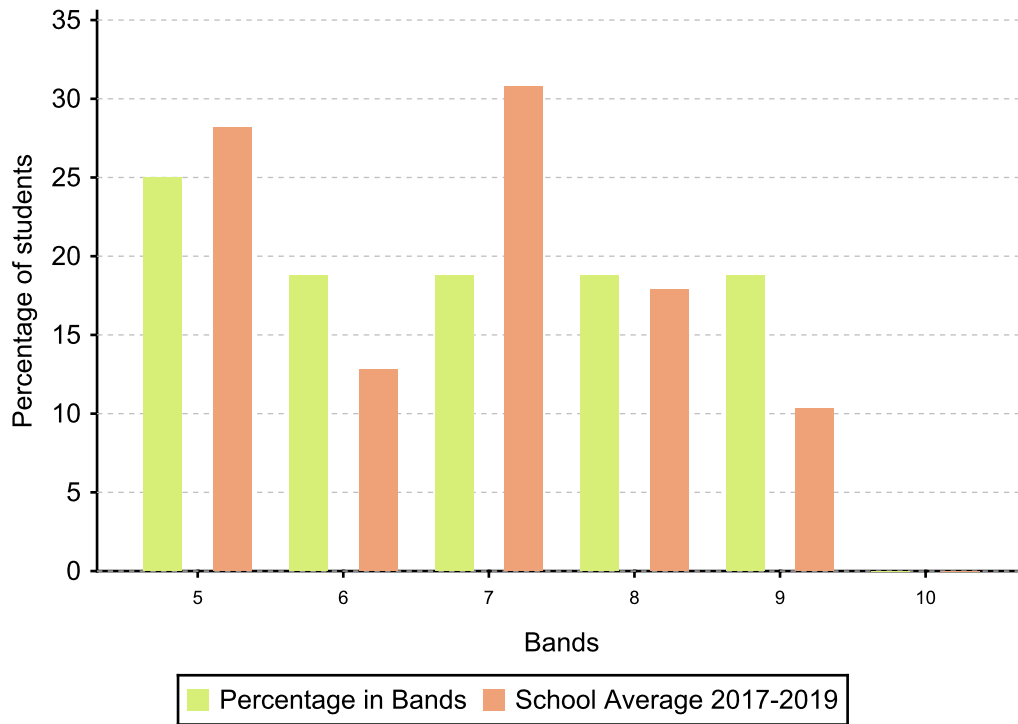
Band	5	6	7	8	9	10
Percentage of students	25.0	18.8	18.8	18.8	18.8	0.0
School avg 2017-2019	28.2	12.8	30.8	17.9	10.3	0

Percentage in bands:
Year 9 Spelling

Band	5	6	7	8	9	10
Percentage of students	18.8	12.5	37.5	6.3	6.3	18.8
School avg 2017-2019	22	17.1	24.4	12.2	12.2	12.2

Percentage in bands:
Year 9 Writing
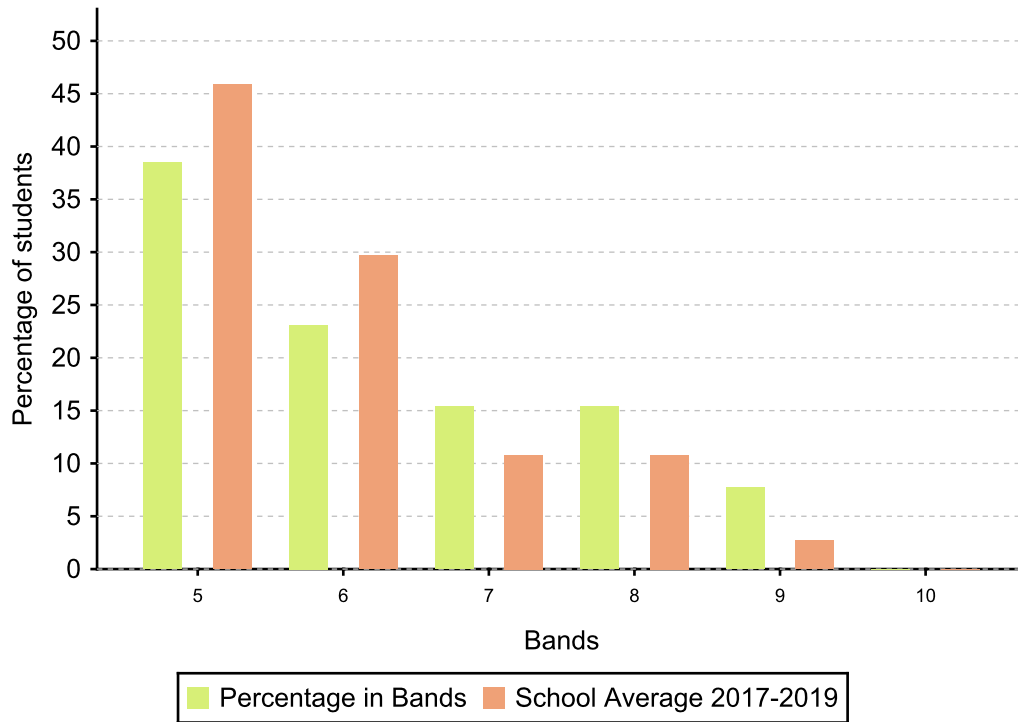
Band	5	6	7	8	9	10
Percentage of students	38.5	23.1	15.4	15.4	7.7	0.0
School avg 2017-2019	45.9	29.7	10.8	10.8	2.7	0

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

## Percentage in bands:
Year 9 Numeracy
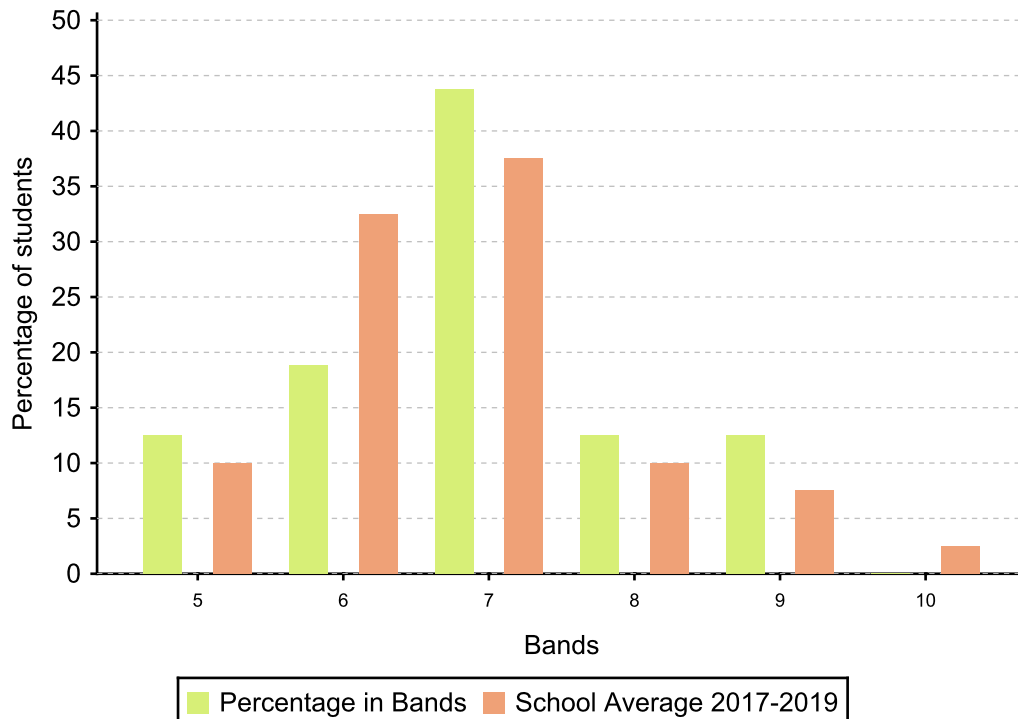
Band	5	6	7	8	9	10
Percentage of students	12.5	18.8	43.8	12.5	12.5	0.0
School avg 2017-2019	10	32.5	37.5	10	7.5	2.5

Southern Cross School of Distance Education 4659 (2019)

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
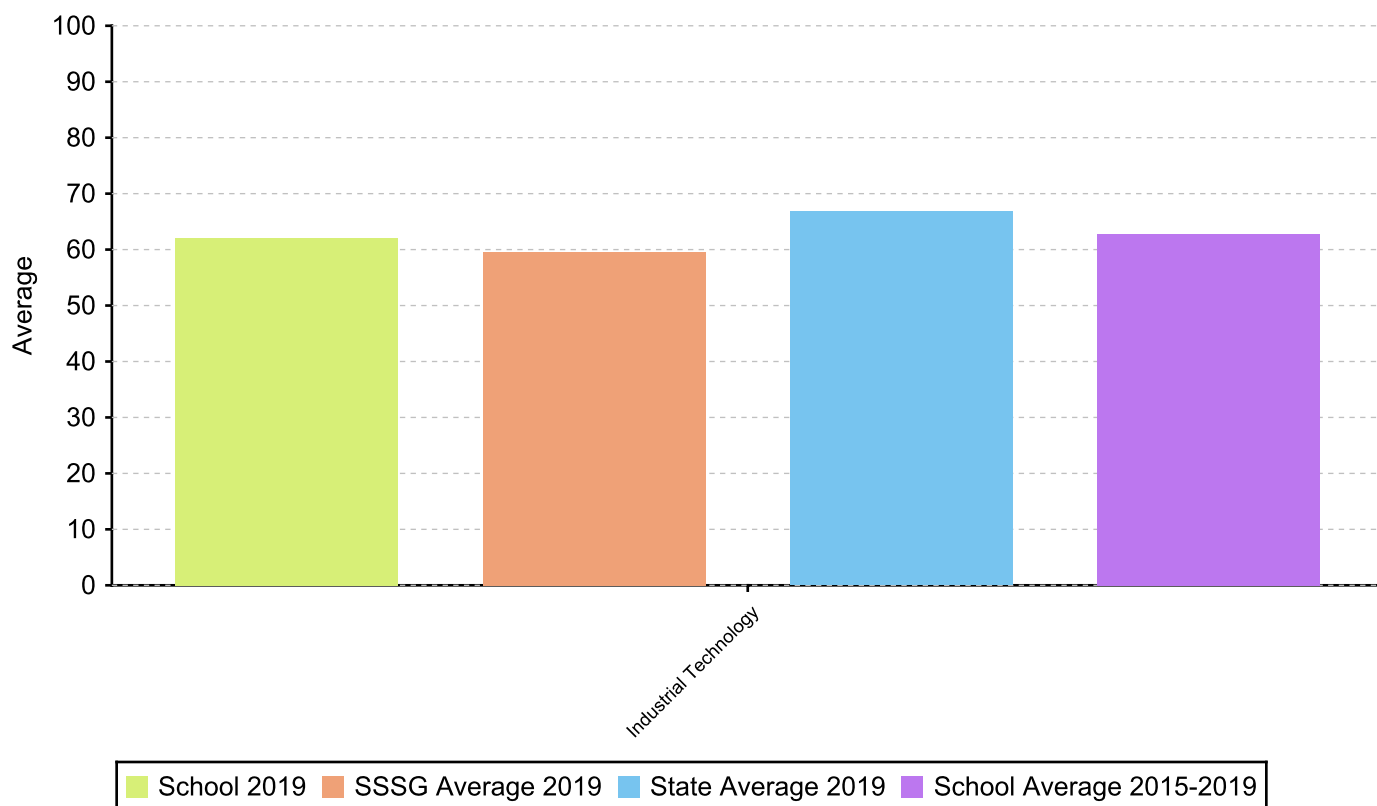
Subject	School 2019	SSSG	State	School Average 2015-2019
Industrial Technology	62.1	59.6	66.8	62.8

Parent/caregiver, student, teacher satisfaction

At the conclusion of the 2019 school year parents, students, staff and the wider school community were invited to complete a User Satisfaction Survey.

Participation was entirely voluntary and responses were completed online through following the link provided on our official school Face Book page, by searching the address published in the SCSoDE Student Newsletter, or in person on the digital devices made accessible to guests during our School Presentation Days hosted in Ballina and Inverell in Term 4.

Visual representations of the User Satisfaction data collected and a range of user comments provided in the form of written anonymous feedback have been captured and published below. The three sections of the survey represent the three Strategic Directions from the 2018–2020 School Plan. Comments that mentioned school staff or community members by name have been omitted.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.