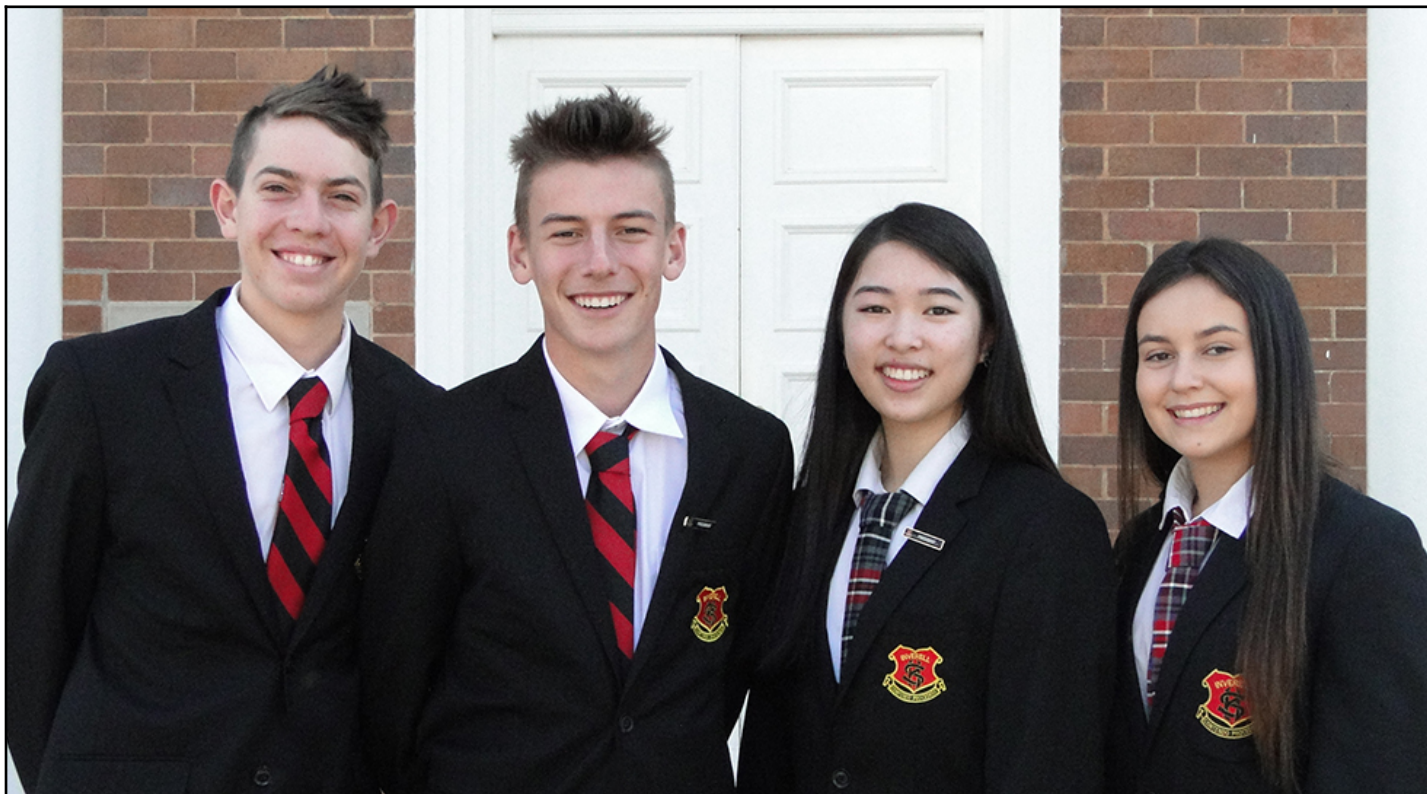


Inverell High School 2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

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

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.

Improvement Measures

Students and staff have a clear understanding of the behaviour and learning expectations of the school.

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.

Survey data indicates that the school is developing a positive environment and the relationships between staff and students are respectful.

Overall summary of progress

The school has undertaken a self assessment into wellbeing practices within the school to provide valuable insight into providing further improvements in wellbeing practice. The school is in its final year of the Schools Impact Project managed by Corwin based on John Hattie's work. Staff are continuing to use Learning Intentions and Success Criteria in all classes.

Progress towards achieving improvement measures

Process 1: Develop staff and student capacity to create a positive school environment conducive to learning that promotes positive interactions and respectful relationships.

Evaluation	Funds Expended (Resources)
An action plan is developed to implement findings from the school self assessment.	\$0

Process 2: Develop and implement clear and consistent expectations for students to create a safe and supportive environment for students to achieve to their potential.

Evaluation	Funds Expended (Resources)
The behaviour team establish terms of reference and begin to investigate alternative whole school approaches to behaviour management.	\$0

Process 3: Build staff and students' ability to identify and monitor learning progress through implementation of the visible learning framework.

Evaluation	Funds Expended (Resources)
Evaluation from Staff Development Day.	\$ 30000 Project Cost

Next Steps

- Implementation of the Action Plan from the Wellbeing Self Assessment.

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.

Improvement Measures

Students have a clearer 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.

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.

Overall summary of progress

The school offers a broad curriculum to all students. In 2019 Stage 5 Design and Technology continued with its focus on STEM. Upgrade of facilities and resources continued to ensure students and staff are provided with current technology. ALARM continued to be used as a scaffold for assessment tasks. Staff undertook training in Trauma Informed Practice. Learning Intentions and Success Criteria continued to be used across the school.

Progress towards achieving improvement measures

Process 1: Successful implementation of the School Impact Program that focuses on developing the characteristics of the learner, and feedback and assessment practice that drive student achievement.

Evaluation	Funds Expended (Resources)
Evidence of examples of formative and summative feedback provided to students throughout terms 3 and 4. This is still being worked on due to focus on Wellbeing in 2019.	\$50000 – Impact Coach.

Process 2: Continue to develop staff capacity to collaborate and successfully differentiate teaching and learning programs and assessment to ensure all students are able to access the curriculum.

Evaluation	Funds Expended (Resources)
A reduction in the number of N-Determinations issued across years 9 to 12 in all KLA's.	\$61252 – SLSO's to support teachers in Learning Centre and classroom.

Process 3: Consistent implementation across all KLA's of strategies, such as ALARM and "Where Thinking and Learning Meet", to achieve measurable improvements in learning and engagement.

Evaluation	Funds Expended (Resources)
Increased use of a variety of matrixes and scaffolds to actively engage in lessons and complete assessment tasks.	\$15000 – Course fees.

Next Steps

- Continue to upgrade facilities and resources.
- Improve use of student voice to ensure curriculum is meeting students needs.
- Continue to strengthen the use of ALARM, Learning Intentions and Success Criteria.

- Establish future directions of Sapphire Community of Schools Learning.

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.

Improvement Measures

School-wide progress is identified against the School Excellence Framework, in particular an improved use of assessment data.

Professional development has been delivered collaboratively, and staff have been supported to embed the key features of the School Impact Project.

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.

Overall summary of progress

The school completed the School Impact Project. The Sapphire Community of Schools are now looking to continue to strengthen the implementation of the project and continue to work together as a Learning Alliance. The Impact coaches met twice a term. As part of the Self Evaluation staff began training in the Berry Street Model of Trauma Informed School.s

Progress towards achieving improvement measures

Process 1: Teachers collaborate within faculties, across the school and with the Sapphire Community of Schools to embed Visible Learning strategies within the school.

Evaluation	Funds Expended (Resources)
A strong Sapphire Community of Schools Alliance has been established and identified goals for 2020.	\$10000

Process 2: Processes are developed to support teachers' consistent, evidence-based judgment and moderation of assessment.

Evaluation	Funds Expended (Resources)
To be conducted in 2020.	

Process 3: Professional learning is provided to ensure staff are building their capacity to address the future directions of the school.

Evaluation	Funds Expended (Resources)
Berry Street Model training to be accessed by an increased number of staff in 2020.	\$10000

Next Steps

- Continue to work collaboratively with Sapphire Community of Schools.
- Professional Learning for more staff in the Berry Street Model.
- Encourage staff to work towards attainment of accreditation at higher levels.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • \$163924 Aboriginal Background loading. • \$85000 Clontarf fee • \$61252 AEW Wage • \$17672 Curriculum and Strong Smart and Deadly 	<p>The Strong Smart and Deadly girl's program has improved Aboriginal girl's self esteem and engagement at school.</p> <p>The Clontarf Academy has met its targets.</p> <p>Aboriginal students were able to access the curriculum and extracurricular activities offered.</p> <p>The AEW continues to foster strong links with community and support all Aboriginal students.</p>
English language proficiency	\$10349 – English Language Proficiency Allowance.	Students who have English as a Second Language are supported to gain confidence in completing class and assessment work.
Low level adjustment for disability	\$321461 – Low level adjustment for disability entitlement. <ul style="list-style-type: none"> • \$234775 –2.2 LAST • \$86866 – SLSO's employed to support students in class. 	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	\$387522 – Socio-economic Background entitlement. \$213432 – 2 teaching staff to increase curriculum for students. \$174090 – SLSO wages to support students in the Learning Centre and classes.	<p>An extra class was provided in Year 7 to allow for better transition to high school.</p> <p>Sustained the number of elective choices for Years 9 and 11.</p> <p>Staff employed to support the Learning Centre and support students in the classroom with learning needs.</p>
Support for beginning teachers		<p>Teachers in the first year of teaching are provided with 2 hours per week relief from face to face built into their timetable. They also have a mentor who has 1 hour per week relief from face to face built into their timetable to provide mentoring.</p> <p>Teachers in their second year of teaching have 1 hour per week relief from face to face built into their timetable.</p> <p>The induction program has been effective at supporting beginning teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	296	301	288	280
Girls	299	284	252	260

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.5	88.1	87.9	85.7
8	85.5	89.2	79.7	84.6
9	88	84.5	83.7	75.8
10	89.4	83.6	81.9	78.7
11	85.9	88	83.2	79
12	85.9	88.2	85.5	81
All Years	87.5	86.9	83.4	80.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	0	40	4
Employment	0	30	60
TAFE entry	6	30	13
University Entry	0	0	23
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

31.33% of Year 12 students at Inverell High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

86.5% of all Year 12 students at Inverell High School 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
Head Teacher(s)	8
Classroom Teacher(s)	35.2
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.68
Other Positions	1

*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	955,816
Revenue	8,752,127
Appropriation	8,498,314
Sale of Goods and Services	22,569
Grants and contributions	215,682
Investment income	8,440
Other revenue	7,121
Expenses	-8,594,729
Employee related	-7,517,261
Operating expenses	-1,077,468
Surplus / deficit for the year	157,397

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.

The surplus shown for 2019 is as a result of the following:

\$32105 – Shared Itinerant (Vision) funding which was not accessed by Region

\$106716 – Counsellor allocation which was unfilled for 2019

\$26349 – Outstanding commitments

November Budget Adjustments as follows –

\$1785 Strategic Assistance

\$14633 – SFLM

December Budget Adjustments as follows–

\$6100 – SASS Casual staff salary increase

\$18529 – SFLM.

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	1,196,091
Equity Total	913,035
Equity - Aboriginal	163,924
Equity - Socio-economic	387,522
Equity - Language	10,349
Equity - Disability	351,239
Base Total	5,715,502
Base - Per Capita	133,565
Base - Location	69,363
Base - Other	5,512,574
Other Total	413,575
Grand Total	8,238,203

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.

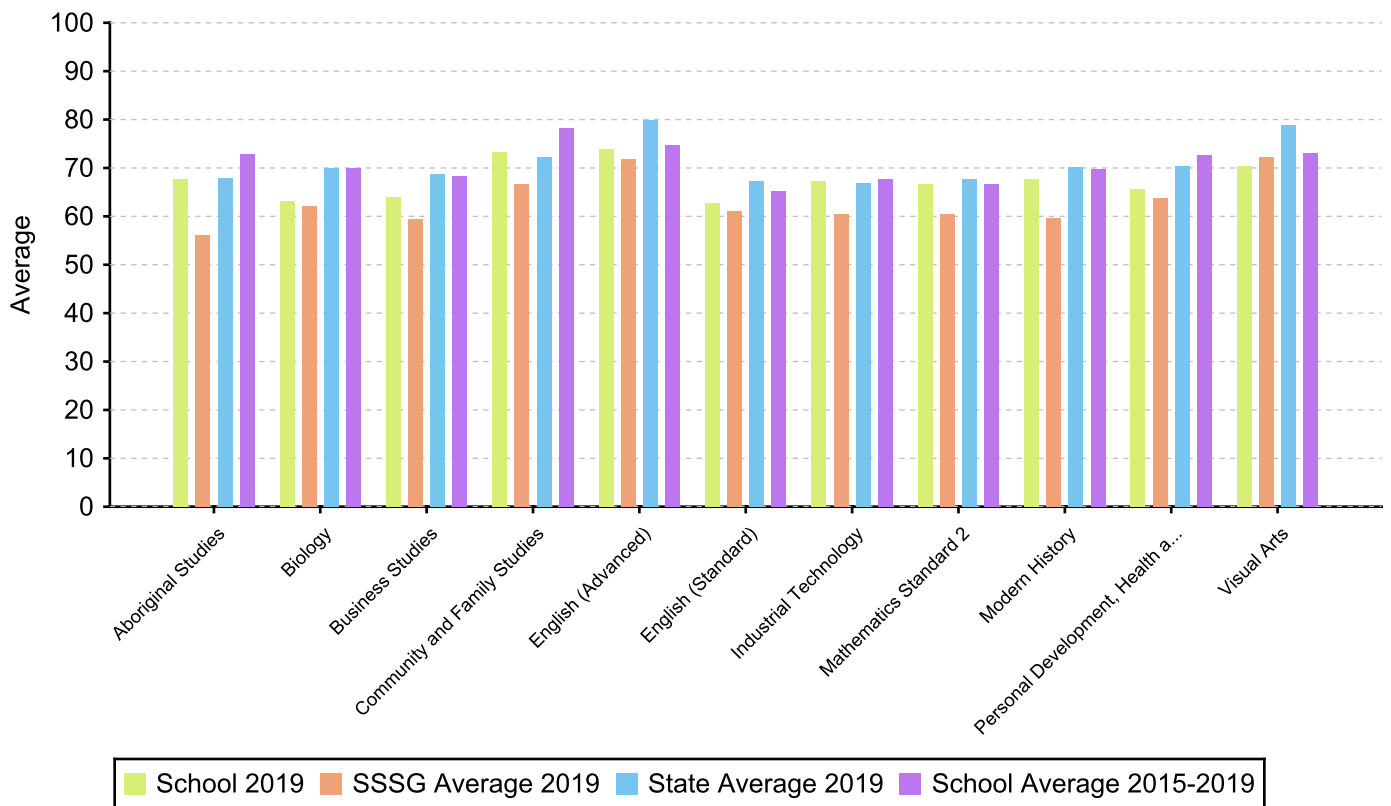
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

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
Aboriginal Studies	67.7	56.1	67.8	72.8
Biology	63.1	62.2	69.9	70.0
Business Studies	63.9	59.5	68.6	68.2
Community and Family Studies	73.3	66.7	72.2	78.2
English (Advanced)	73.9	71.7	80.0	74.7
English (Standard)	62.7	61.1	67.3	65.2
Industrial Technology	67.3	60.5	66.8	67.6
Mathematics Standard 2	66.6	60.5	67.7	66.6
Modern History	67.6	59.6	70.2	69.8
Personal Development, Health and Physical Education	65.6	63.8	70.5	72.5
Visual Arts	70.4	72.3	78.8	73.0

Parent/caregiver, student, teacher satisfaction

In 2019 the school undertook a self-evaluation into Student Wellbeing. The following are the terms of reference and the summary of the findings.

Overarching question:

In what ways and to what extent is every student known valued and cared for at Inverell High School?

The self-evaluation team found evidence to conclude that some students were more well-known, in terms of wellbeing needs, academic progress across a range of subject areas, than others. The 'more well-known students' appear to have access to considerable time, professional effort and resources than those less well-known. It was not clear from the information considered the extent to which all students' needs were well known and met. Inconsistency of access to time professional effort and resources by some students was seen as a question to be further investigated. The evidence considered, highlights the 'equity and excellence' challenge identified by educational researchers.

Teaching and learning:

How effectively are all students provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning?

The team reviewed evidence of a range opportunities for students to connect, succeed and thrive at IHS. The team examined evidence from a variety of programs and approaches for specific groups of students. The team was not able to conclude the degree to which the full range of educational opportunities, to all students, was in place or known.

Behaviour, discipline and character education:

To what extent do all members of the school community consistently implement the agreed strategies to create a positive teaching and learning environment?

The team was able to examine evidence of processes and systems that were in place. These were clearly for the purpose of creating a positive and productive learning environment. The team identified the need for processes to be more explicitly communicated and for consistent practices to be evident across the school.

Decision making:

To what extent and in what ways do students, staff and parents contribute to decision making in the school and to the achievement of its goals and priorities?

The team saw evidence of a small group of parents (five or six regular participants) who participated in the P&C indicating varying degrees of agreement that they participated in decision making as appropriate to the purpose of the organisation. The team agreed this raised questions about what other appropriate means of parent input might be utilised to seek appropriate and genuine parent contribution. Some students identified participation in the SRC with limited decision making. Students identified a variation in practice between classrooms and indicated that they preferred more input into their learning experiences in classroom. Students expressed clear opinions about canteen services, highlighting the need for better alignment with the Department's Healthy Canteen Strategy. The team saw evidence of traditional communication and decision making structures for staff. A majority of teaching staff identified a need for more access to participation in decision making. A majority of teaching and administration staff identified the considerable effort and commitment of many staff and particularly senior executive in managing highly complex and demanding roles.

A draft action plan has been developed to implement strategies from the findings of the assessment.

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.