

2020 Annual Report

Inverell High School



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Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Working towards Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards 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

Inclusive practice is important (mentioned by both staff and P&C). The focus on relationships and positive learning environment was recognised by staff during the recent consultation process with intention of maintaining this as a priority in the Strategic Improvement Plan 2021-2024.

Concerns expressed regarding the lack of aspiration impacting on the achievements of many students.

A consistent across school student management, restorative, wellbeing process is urgently required, focusing on recording positive data in addition to balance a current focus on negative data. PBL & Berry Street programs noted in feedback from staff as programs for further discussion. This must be robustly addressed.

Attendance is a significant issue. Needs attention, in particular regarding attendance of Aboriginal students and administrative issues about consistent use of SENTRAL by staff.

Playground behaviour needs to be a focus - explicit teaching re social skills and provision of lunch time activities to be further developed.

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)
Survey data indicates that the school is developing a positive environment and the relationships between staff and students are respectful.	Funding Sources: • (\$0.00)

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)
Student and staff have a clear understanding of the Behaviour and Learning Expectations of the school. This needs to be considered for the 2021 -2024 Strategic Improvement Plan	

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Growth in the percentage of students who are able to articulate what makes and effective learner and students ability to assess their own learning.

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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 words 'independent, critical, creative thinkers' need to be used in a real world context, highlighted as a focus for the skills to be encouraged ie focusing on 'how' to learn, in addition to 'what' is learned.

Visible Learning was previously unsuccessful due to issues relating to implementation processes and limited staff investment. It may be difficult to re-ignite enthusiasm for this approach to pedagogy. It would be appropriate to explore other research/authors eg Robert Marzano's work relating to the development of professional learning communities.

Clarity sought regarding who is responsible for data and how a large range of data can be managed effectively and accessed through consistent processes. Cohort captains suggested as a component of a whole school process for managing data. The Cohort Captain role would require definition.

PDPs and Professional Development need to be approached in a realistic manner that reflect the range of interests, abilities and career aspirations. Consideration of non-teaching staff PD will compliment school priorities and directions. An authentic and consistent PDP process would provide a reliable platform for all staff.

It is necessary to identify 'excellence', monitor students' progress and develop aspirational learning goals. This practice in Strategic Direct 1 was positively noted, but a system to achieve this must be created. Use of SEF statements of excellence will support this.

• Supportive structures for subject specialists (eg music and language). Collaborative practice needs to be carefully structured ; access to offsite specialist colleagues and networks.

A focus on pedagogy, What Works Best will be pertinent for all teaching staff.

- Interest expressed in professional development in the areas of: development of SMART goals, online and future focused learning.

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)
Students have a clear understanding of the characteristics of a learner and staff are using learning intentions and success criteria in lessons. This requires further unpacking with respect to What Works Best 2020 for the 2021 - 2024 Strategic Improvement Plan.	\$50,000 Impact Coach

Process 2: Continue to develop staff capacity to collaborate and successfully differentiate teaching and learning

Progress towards achieving improvement measures

Process 2: programs and assessment to ensure all students are able to access the curriculum.

Evaluation	Funds Expended (Resources)
This was undertaken in 2020 due to restrictions placed on professional learning due to COVID-19.	

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)
Due to restriction placed on professional learning events due to COVID-19, this was undertaken in 2020. This will be a priority for 2021 -2024 Strategic Improvement Plan.	\$15,000 Course fees

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

A focus is required on the way the work is conducted and articulated, both at the school and in the community. The school culture needs to be clearly identified, established and maintained..

Staff identified a need to build skills in data literacy, analysis and application. SDD2 T1 2021 Graeme Ross, PSL, will work with all teaching staff regarding the effective use of data, tracking for evidence to inform decisions, to evaluate and respond to students' learning progress (mentioned repeatedly in staff surveys). Additional professional learning re the effective use of data to be included in the Special Education staff PD 2021 plan.

Data Skills and Use and Effective Classroom Practice noted as major focus areas for the SIP 2021-2024

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 was established and identified goals for 2020, however. due to COVID-19 this was not completed due to restrictions on professional learning opportunities and gatherings.	\$10000

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

Evaluation	Funds Expended (Resources)
This was not undertaken in 2020 due to a number of complex reasons involving COVID-19 restrictions.	

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 2021 to form the basis for the Initiative in Strategic Direction 3 "Wellbeing to Optimise Learning" in the 2021 -2024 Strategic Improvement Plan.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Clontarf Academy Aboriginal Education Worker Aboriginal Student Support Officer Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$207 900.00) 	The annual data on Clontarf attendance and engagement was significantly disrupted due to the COVID pandemic. Significant funding was implemented to support students to learn from home.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$0.00) 	No students identified for English language proficiency.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$108 109.00) 	Significant funding was used to support student learning through the Learning from home period of the COVID-19 Pandemic. This support continued on the return to school to ensure all students had the significant opportunity to meet educational requirements.
Socio-economic background	Wellbeing Hub and Learning Centre. Employment of Student Learning Support Officers to support a significant number of students Professional learning in the Berry Street Education Model. Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$863 674.00) 	Professional learning in the Berry Street Model has given a Strategic Direction for the 2021 -2024 Improvement Plan initiative to optimise wellbeing for learning. The Wellbeing Hub and Learning Centre supported a large number of students to re-engage in learning through effective differentiated learning strategies and processes.
Support for beginning teachers	Comprehensive Teacher Induction Program undertaken by all new members. Release from face to face teaching to undergo module training and mentoring coaching sessions. Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$21 877.00) 	New career teacher transitioned into teaching with confidence and the practical skills to succeed.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	301	288	280	265
Girls	284	252	260	246

Student attendance profile

School				
Year	2017	2018	2019	2020
7	88.1	87.9	85.7	91.1
8	89.2	79.7	84.6	83.3
9	84.5	83.7	75.8	87.6
10	83.6	81.9	78.7	78.1
11	88	83.2	79	78.6
12	88.2	85.5	81	87.4
All Years	86.9	83.4	80.7	83.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	3
Employment	34	14	34
TAFE entry	2	2	10
University Entry	5	0	41
Other	0	7	6
Unknown	0	15	6

Year 12 students undertaking vocational or trade training

33.33% of Year 12 students at Inverell High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

85.1% of all Year 12 students at Inverell High School expected to complete Year 12 in 2020 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)	34.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,113,213
Revenue	8,972,147
Appropriation	8,797,673
Sale of Goods and Services	93,411
Grants and contributions	60,811
Investment income	2,678
Other revenue	17,575
Expenses	-8,990,090
Employee related	-7,992,581
Operating expenses	-997,509
Surplus / deficit for the year	-17,943
Closing Balance	1,095,270

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.

	2020 Approved SBA (\$)
Targeted Total	74,172
Equity Total	1,065,940
Equity - Aboriginal	203,630
Equity - Socio-economic	511,557
Equity - Language	3,302
Equity - Disability	347,450
Base Total	6,981,511
Base - Per Capita	137,732
Base - Location	71,172
Base - Other	6,772,606
Other Total	398,110
Grand Total	8,519,733

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.

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.

2020 NAPLAN

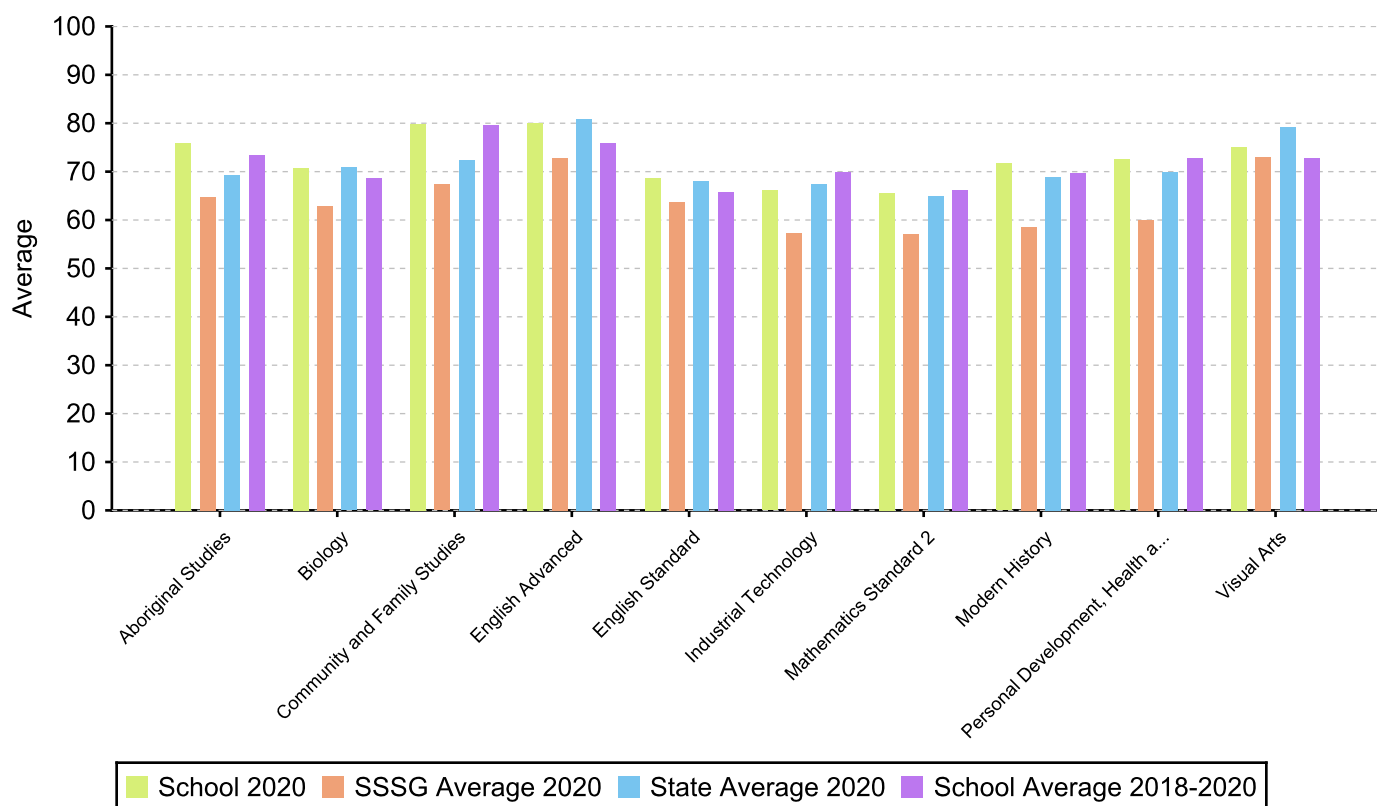
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Aboriginal Studies	75.9	64.8	69.3	73.4
Biology	70.8	62.9	70.8	68.6
Community and Family Studies	79.9	67.3	72.4	79.7
English Advanced	80.1	72.8	80.8	75.9
English Standard	68.7	63.7	68.1	65.8
Industrial Technology	66.1	57.3	67.5	69.9
Mathematics Standard 2	65.6	57.1	64.9	66.1
Modern History	71.7	58.5	68.9	69.7
Personal Development, Health and Physical Education	72.5	60.1	69.9	72.8
Visual Arts	75.1	73.1	79.2	72.9

Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of parents, students and teachers about the school and school programs through an extensive situational analysis. Their responses are presented below. For parents, regular opportunities for this include P&C Meetings, Aboriginal Education Consultative Group and Parent Teacher Interviews..

The feedback indicated strengths in students who are socially engaged through active involvement in sports or other extra-curricular activities, however this was extensively limited due to COVID -19 restrictions. Staff feel motivated to contribute more than what is normally required at work and feel that their job gives them a feeling of personal accomplishment.

Staff indicated through the completion of the School Excellence Framework and the school's self-assessment that an areas for improvement are effective classroom practices and educational leadership. The explicit teaching and learning of our students is always paramount and will continue to be a focus area as we move forward.

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.