

# 2020 Annual Report

## Warrawong High School



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# Introduction

The Annual Report for 2020 is provided to the community of Warrawong 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.

## School contact details

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Warrawong High School

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## Message from the principal

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At Warrawong High School in 2020, we completed the final year of our three (3) year strategic plan. Throughout each year we looked for ongoing improvement in every student, every teacher and every leader in our school. I am pleased to report our continued progress in the achievement of our desired school vision, purpose statements and improvement measures from the 2017-2020 plan. Our improvement is evident across all the schools excellence domains of Learning, Teaching and Leadership. At our school students are encouraged to maintain high expectations for their learning and school life, they are encouraged to develop their knowledge, explore new ideas, discover talents and to make lifelong connections. We now look forward to developing our new school plan for 2021-2024 which aims to inspire a diverse and rich student body, strong in tolerance, understanding, compassion and high expectation where equality, equity and respect underpin what we stand for.

Brad Hughes

Principal



## School vision

Warrawong High School is a nurturing and inclusive learning environment where all students are valued. This is underpinned by our values where we promote high expectations, leading to our students being successful learners who make valuable contributions to school and beyond. We value maintaining positive and respectful relationships while demonstrating empathy for one another. Our expert teachers deliver quality learning experiences that challenge our students' thinking in a futures learning world. We encourage our students to be environmentally responsible global citizens.

## School context

Warrawong High School's coastal location boasts views of Lake Illawarra and Port Kembla in the Southern Wollongong suburb of Warrawong. It is a diverse and dynamic school community that reflects the cultural diversity of contemporary Australia. We proudly house the region's Intensive English Centre, supporting new arrival and refugee students as they enter our country. We also have one of the largest Special Education Units in the Illawarra and South Coast which supports students with diverse range of disability. To complement our inclusive and diverse school we also host the region's first school based permaculture and community garden, which supports and promotes sustainable living.

The total student population of Warrawong High School is 608 which include 56% from non-English speaking backgrounds, 11% Aboriginal and Torres Strait Islander and 39 nationalities.

Warrawong High School is part of strong Community of Schools which includes: Cringila Public School, Lake Heights Public School, Kemblawarra Public School, Port Kembla Public School and Warrawong Public School. Two of our signature CoS programs are the WACKI Film Festival and Permaculture Garden Living Classroom.

Through these programs and others, Warrawong High School has strong links with the local education and business community including Bluescope and the University of Wollongong.

The school's strategic directions: Equity and Engagement; Learning and Engagement; Communication and Engagement support our focus on making a real difference to the learning outcomes of all students, building the capacity of staff to deliver on this and strengthen our community relations.

## 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	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### EQUITY AND ENGAGEMENT

#### Purpose

Ensuring all students have access to the curriculum, regardless of ability, increases their opportunity to be successful at school. Catering for individual learning needs through accommodations, adjustments and differentiation overcomes inequities in education. Engaging students in learning increases attendance, retention and attainment across all year groups. This integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all of our students.

#### Improvement Measures

Collaboration with all stakeholders including parents/carers to ensure successful in the development, implementation and evaluation of all student learning plans for identified students.

Student data is gathered and monitored regarding expected student achievement and growth, to target appropriate support, leading to the achievement of school-based targets across key domains. (Lower bound target in numeracy and reading) Increase in top two bands for numeracy and reading. Increase in top three bands for Aboriginal students.

Targeted school wellbeing data shows evidence of continuous improvement in student engagement and participation in leadership, aspirational and positive reward/incentive programs.

#### Progress towards achieving improvement measures

**Process 1:** Faculties collaborate with LST to develop and implement teaching programs and assessment tasks, ensuring they meet the learning needs of all students.

Evaluation	Funds Expended (Resources)
Each faculty have participated in internal validation processes to identify teaching program compliance.	Head Teacher Wellbeing \$143,320
The Learning Support Team have been delegated to support faculties in the development of differentiated learning and assessment strategies that are included in their teaching programs and assessment schedules.	Additional Learning and Support Teachers \$109,384
The Learning Support Team have supported faculty head teachers in the implementation of internal validation recommendations in the development of teaching and assessment schedules.	Additional SLSO's \$199,326
The Learning Support Team attend classes to support teachers in the delivery of differentiated teaching and assessment.	Wellbeing Funding \$53,414
The Learning Support Team have evaluated the implementation of the differentiated learning strategies contained within each personal learning support plan with teachers and families.	Student Support Officer \$36,593
	Aboriginal Student Learning and Support Officer \$66,442
	Head Teacher Learning and Support \$143,320
	Head Teacher IEC \$143,320
	Head Teacher Support \$143,320
	ACER-PAT Testing \$4795

**Process 2:** Head Teachers report semesterly the implementation of individual learning plans within their respective KLA. Internal and external assessment data is analysed at regular intervals to inform our collective teaching and learning practices.

Evaluation	Funds Expended (Resources)
All incoming Year 6 students have been assessed in our progressive achievement testing to identify individual learning needs.	Head Teacher Wellbeing \$143,320
	Additional Learning and Support

## Progress towards achieving improvement measures

Best start testing and data analysis have been completed to inform learning and teaching programs, assessment and PLaSP's.

Targeted individual students have co-designed and implemented a personal learning and support plan.

All Support Unit and IEC students have developed, implemented and evaluated Individualised Education Plans

All Year 8 students have completed progressive achievement testing to inform learning and teaching programs, assessment and PLaSP's.

The Learning Support Team have collaborated with faculties in the collection of NCCD data and the associated accommodations and adjustments

Faculties are including differentiated learning and assessment strategies in their teaching programs as part of our internal validation process .

Head Teachers report in PDP meetings faculty processes to implement differentiated learning and assessment strategies in their faculty

Teachers \$109,384

Additional SLSO's \$199,326

Wellbeing Funding \$53,414

Student Support Officer \$36,593

Aboriginal Student Learning and Support Officer \$66,442

Head Teacher Learning and Support \$143,320

Head Teacher IEC \$143,320

Head Teacher Support \$143,320

ACER-PAT Testing \$4795

**Process 3:** The Wellbeing Team develops a scope and sequence of wellbeing and incentive programs each year to meet the age-specific and social needs of students.

Evaluation	Funds Expended (Resources)
The Wellbeing team and senior executive have analysed Tell them from Me data to inform the needs of students.	Head Teacher Wellbeing \$143,320
The Wellbeing team have developed, implemented and evaluated a series of programs to be delivered across each stage of learning.	Additional Learning and Support Teachers \$109,384
Interagency have been integrated into the delivery of targeted programs	Additional SLSO's \$199,326
Leadership and study skills have been delivered to targeted groups of students	Wellbeing Funding \$53,414
PDHPE programs are analysed to integrate elements of the Wellbeing framework	Student Support Officer \$36,593
Peer support has been integrated into our schools support network	Aboriginal Student Learning and Support Officer \$66,442
Targeted mindfulness program was delivered after the remote learning process	Head Teacher Learning and Support \$143,320
The student Wellbeing team continued to collaborate with staff on the development of our schools values.	Head Teacher IEC \$143,320
Students have been who have been successful throughout our merit system have been offered incentive excursions.	Head Teacher Support \$143,320
	ACER-PAT Testing \$4795



## Strategic Direction 2

### LEARNING AND ENGAGEMENT

#### Purpose

Focusing on teacher quality builds capacity of teachers as leaders of learning, which enhances the educational outcomes of all students. Effective induction programs, aspiring leader programs and developing individualised professional learning plans support the performance and development of teachers at all career stages. The professional learning of our staff is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. We have explicit systems for collaboration and feedback to sustain quality teaching practice.

#### Improvement Measures

All assessment tasks reflect teaching practices that are aligned to a collective school pedagogy and the school assessment policy.

Each faculty is responding to the recommendations from the internal validation process and evaluating future areas of growth.

Strategic allocation of school professional learning resources are equitable, leading to improved professional knowledge, responsibility of implementation and efficacy to enable student achievement.

#### Progress towards achieving improvement measures

**Process 1:** There is a school wide focus on targeted professional learning for the implementation of evidence-based teaching strategies.

Evaluation	Funds Expended (Resources)
All professional Learning activities and presentations are aligned to the Australian Professional Teaching Standards.	Head Teacher Secondary Studies \$143,320
Internal school data indicates that staff are integrating targeted evidenced based strategies into their teaching programs and assessment tasks..	Head Teacher Teaching and Learning \$143,320
Professional Learning was aligned to staff and faculty needs as indicated in PDP collation.	Professional Learning funds \$74,823
Individual faculty progress in the implementation of professional learning was evident through internal validation, assessment and learning booklets and implementation of targeted strategies within classroom practices.	Deputy Principal \$167,355
The Learning support team are reporting collective implementation of evidenced based practices outlined in individual student Personal Learning and Support Plans.	Beginning Teacher funding \$73,063
Evidenced based presentations in our Professional Learning communities supported the interests and collective efficacy of our school.	Additional Learning and Support Teacher \$109,384
Our evidenced based teacher Induction and HALT networks utilised the Australian Professional Teaching Standards in the development and delivery of their programs.	

**Process 2:** Teaching and faculty practices are continually evaluated, implemented and refined, consistent with recommendations from the internal validation process.

Evaluation	Funds Expended (Resources)
Termly internal validation meetings have been scheduled and completed in collaboration with the Senior executive.	Head Teacher Secondary Studies \$143,320
Based on progress from internal validation in 2019, each faculty has	Head Teacher Teaching and Learning



## Progress towards achieving improvement measures

collaborated on differentiated goals in the development, implementation and evaluation of their learning, teaching and assessment practices.

Differentiated learning activities are evident in learning and teaching programs including strategies outlined in Personal Learning and Support Plans.

The internal validation team has been formulated with faculty representation to support teachers evaluate and embed learning, teaching and assessment practices within learning programs.

Head Teachers share and present their processes with the executive in the development, implementation and evaluation of learning teaching and assessment practices within their KLA.

\$143,320

Professional Learning funds \$74,823

Deputy Principal \$167,335

Beginning Teacher funding \$73,063

Additional Learning Support Teacher \$109,384

**Process 3:** School systems and programs support the performance, development and responsibility of staff at all career stages to meet DoE and NESA requirements.

Evaluation	Funds Expended (Resources)
Our new and second year beginning teachers have been identified and have completed their respective induction programs for 2020	Head Teacher Secondary Studies \$143,320
Our HALT network was formed and are collaborating on the process of higher accreditation.	Head Teacher Teaching and Learning \$143,320
All staff have completed their PDP, which are aligned to the Australian Professional Teaching Standards with collective trends gathered by Head Teachers.	Professional Learning funds \$74,823 Deputy Principal \$167,335
Our professional learning matrix identified and mapped professional learning across the school including; Staff Development Days, Staff, faculty and executive meetings.	Beginning Teacher funding \$73,063 Additional Learning Support Teacher \$109,384
Our collective school pedagogy was delivered fortnightly to all staff.	
The Professional Learning committee have distributed pro-rata funding to each faculty and meet regularly to assess individual applications and collective targeted professional learning for groups.	
Our school was identified to be part of the School Teaching Institute - School Leadership Identification Program (SLIF) whereby we have had four successful candidates	

## Strategic Direction 3

### COMMUNICATION AND ENGAGEMENT

#### Purpose

Effective communication and management systems within and across the school community support the work of teachers and maintains these positive relationships. Engaging our parents, education community and business community in productive partnerships with the school enhance the learning outcomes for our students. Our school Principal and leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

#### Improvement Measures

School policy and procedures are compliant, implemented and readily available for the school community to access.

Extra-curricular programs have been evaluated, consolidated and are accessible to support their relevant to their learning and wellbeing plans and goals.

The leadership team use school wide evaluation practices including self-assessment of their roles and responsibilities, programs, practices and procedures through the SEF domains and PDPs to evaluate milestones and determine their evidence of impact.

#### Progress towards achieving improvement measures

**Process 1:** Implement, evaluate and embed clear and readily accessible centralised communication platforms, containing school role statements, programs, practices and procedures.

Evaluation	Funds Expended (Resources)
Internal school data indicates that staff are familiar with accessing and utilising Sentral documents.	Sentral platform \$15,413
People matter survey indicates all staff understand their roles and responsibilities within the school.	Above establishment Head Teacher Administration \$143,320
Evaluating through quantifiable and qualitative data that staff are following correct procedures.	Above establishment Technology Support officer \$80,065
Measurement of quantitative data reveal truancy decreases, attendance increases in PL applications, excursion procedures	Above establishment Business Manager \$122,342
Each faculty has evaluated and adjusted information placed on the school website and app.	Additional School Administration Officers Support \$179,218
Each week the school monitors community access to the schools website.	
Parent Engagement Group (PEG) report satisfaction with access to school policy and procedures	
School analysis of Tell Them From Me Data indicates student advocacy through access to support staff whilst at school	

**Process 2:** Conducting targeted regular cyclic evaluations of whole school programs, curriculum, role statements and administration to determine their current evidence of impact and establish where to next.

Evaluation	Funds Expended (Resources)
Evaluation of whole school directions for the new school plan, have provided evidence of impact, clarity of purpose and clear strategic directions to inform our future school directions.	Sentral platform \$15,413
The leadership team use school wide evaluation practices including self-	Above establishment Head Teacher Administration \$143,320

## Progress towards achieving improvement measures

assessment of their roles and responsibilities, programs, practices and procedures through the SEF domains and PDPs to evaluate milestones and determine their evidence of impact

Regular evaluation and adjustment to role statements has provided an agile and dynamic leadership platform for the school.

Through termly internal validation (curriculum monitoring) teachers evaluate the line of sight from the syllabus include; scope and sequences, teaching programs, differentiation, assessment, capabilities and reporting.

Through the situational analysis we have evaluated the impact of our community partnerships that support learning and student transition

The Community of schools have evaluated the associated programs with their partnership

A school wide evaluation of technology use has provided evidence to support the continued integration of contemporary learning skills and ICT in teaching programs

Above establishment Technology Support officer \$80,065

Above establishment Business Manager \$122,342

Evaluation team \$5,000

**Process 3:** Initiate new programs by collaborating with external providers in developing opportunities in support of aspirational educational outcomes for our students.

Evaluation	Funds Expended (Resources)
The schools Wellbeing Hub is planned and coaching with Schools Plus has been ongoing ready for further implementation in 2021.	Sentral platform \$15,413
Real Madrid Foundation contract has progressed and planning has commenced with a view to implementation in 2021	Above establishment Head Teacher Administration \$143,320
University of Wollongong have rescheduled our Action Research project for 2021	Above establishment Technology Support officer \$80,065
The STEM Academy situational analysis is complete, planning for 2021 commenced	Above establishment Business Manager \$122,342
All program co-ordinators have completed the self assessment proforma	Additional School Administration Officers Support \$179,218
A permaculture plan is drafted ready for implementation in 2021	Program Leaders - allowances \$109,384
	Permaculture teacher \$21,876

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal SLSO \$66,442</p> <p>Deputy Principal \$167,335</p> <p>NAIDOC Week \$3,000</p>	<p>Our Aboriginal Education committee including our Aboriginal Education Student Learning Support Officer strive for connection, sense of belonging and cultural awareness for our Aboriginal students. We have strengthened our links with the local community through the Ngaramurra Project and Leadership through culture program to enhance the learning outcomes for our Aboriginal students. All our Aboriginal students have PLPs that are collaboratively formed and communicated with staff and families, which provide an opportunity to investigate family and mob origins.</p>
<b>English language proficiency</b>	<p>Head Teacher Learning and Support \$143,320</p> <p>Head Teacher Wellbeing \$143,320</p> <p>EALD LaST \$109,384</p> <p>SLSO's \$66,442</p> <p>Literacy and Numeracy team</p> <p>Additional Staffing (5 above establishment teachers for small classes) \$546,920</p>	<p>Our school continues to support students from an EAL/D background including students who transition from the IEC. Working collaboratively with families our EALD Learning and Support Teacher identifies students requiring additional language support. Personal Learning and Support Plans (PLASP's) are created for targeted students needing additional support, which informs teachers of appropriate strategies for students. Teachers are also assisted in differentiating programs and assessments through professional learning and curriculum monitoring. We continue to engage in regional programs such as, RAW (Ready, Arrive Work) and the Illawarra Multicultural Youth Project. We further evaluate and reflect on our support of our EAL/D students through the annual ESL survey and the impact of strategies through evaluation of our student performance data.</p>
<b>Low level adjustment for disability</b>	<p>Head Teacher Learning and Support \$143,320</p> <p>Head Teacher Wellbeing \$143,320</p> <p>EALD LaST \$109,384</p> <p>SLSO's \$66,442</p> <p>Literacy and Numeracy team</p> <p>Additional Staffing (5 above establishment teachers for small classes) \$546,920</p>	<p>We have utilised our funding to increase the staff in our Learning Support Team to develop personalised learning and support plans that aim to meet the individual needs of identified students. Our extended Learning and Support Team also aim to enhance the work of teachers in differentiating learning with suitable adjustments and accommodations for students. This has been further supported through the employment of additional student learning and support officers to support student wellbeing and learning in the classroom. Together these initiatives have resulted in student growth and attainment for targeted students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	n/a	n/a
<b>Socio-economic background</b>	<p>Additional Head Teacher/s \$573,280</p> <p>Head Teacher Learning and Support \$143,320</p> <p>EALD LaST \$109,384</p> <p>SLSO's \$199,326</p>	<p>Our school continues to prioritise individual and differentiated learning, teaching and assessment. To assist in this we have prioritised the acquisition of above establishment Head Teachers in Secondary Studies, Administration, Teaching and Learning and Wellbeing and a school funded Deputy Principal. Each of these positions have been created with a clear focus on</p>

<b>Socio-economic background</b>	<p>Literacy and Numeracy team</p> <p>Additional Staffing (5 above establishment teachers for small classes) \$546,920</p> <p>Technology Support Officer \$80,065</p> <p>Additional Administration \$179,318</p> <p>Deputy Principal \$167,335</p> <p>Student Support Officer \$36,593</p>	<p>building our teacher's capacity to meet the individual needs of each of our students. We have also utilised funding to maintain a wide curriculum and smaller class sizes particularly in years 7 and 8. Our increase in Learning Support Teacher entitlement supports the work of teachers to differentiate learning with suitable adjustments and accommodations for students. This has resulted in value added results in some of our individual student performance data and a relative comparison to SSSG's across the state.</p>
<b>Support for beginning teachers</b>	<p>Above establishment Head Teacher Teaching and Learning \$143,320</p> <p>Beginning Teacher Funds \$73,063</p> <p>Professional Learning Funds \$74,823</p>	<p>All beginning teachers at Warrawong partake in our Teacher Induction Program, inclusive of Professional Learning, peer observation and professional learning communities to support all teachers and further develop their capacity as leaders of learning. Our two year induction program focuses on the 5 C's (customised, connections, context, curriculum and classroom). We ensure that we adapt these into transparent and visible support for all our beginning and new teachers to ensure all our staff have: access of support and compliance to school procedures whilst supporting their development through the maintenance and gaining of accreditation and PDP processes.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Refugee Support Officer</p> <p>IEC Head Teacher EALD LaST \$143,320</p> <p>HT Learning Support \$143,320</p> <p>Student Learning Support Officers \$199,326</p> <p>Student Support Officer \$36,593</p>	<p>Warrawong High promotes a supportive and inclusive relationship with the regions Intensive English Centre. The sharing of whole school resources and expertise in multicultural education supports a comprehensive transition of refugee and new arrival students to high school. The transition team includes an EAL/D Learning Support Teacher and SLSO's who collaborate with the Regional Refugee Support officer to offer all our EAL/D students the opportunity to be successful learners and active and informed citizens.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	294	251	273	278
Girls	303	267	285	263

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.9	86.8	90.1	82.8
8	87.4	86.7	82.8	79.6
9	86.9	85.3	86.3	76.7
10	87.8	83.4	88.8	77.6
11	87.7	81.7	81.6	79.2
12	88.6	84.6	81.1	74.1
All Years	88.2	84.7	85.5	78.7
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	1	2	17
Employment	4	14	65
TAFE entry	0	0	22
University Entry	0	0	33
Other	16	10	4
Unknown	5	7	2

## Year 12 students undertaking vocational or trade training

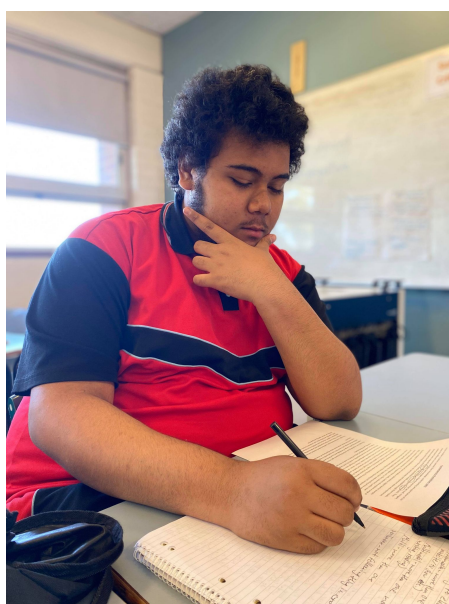
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46.15% of Year 12 students at Warrawong High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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75.7% of all Year 12 students at Warrawong 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)	2
Head Teacher(s)	9
Classroom Teacher(s)	37
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	21.08
Other Positions	12.2

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,630,467
<b>Revenue</b>	11,905,498
Appropriation	11,665,678
Sale of Goods and Services	101,397
Grants and contributions	116,850
Investment income	1,585
Other revenue	19,989
<b>Expenses</b>	-12,560,381
Employee related	-11,416,405
Operating expenses	-1,143,977
<b>Surplus / deficit for the year</b>	-654,884
<b>Closing Balance</b>	975,583

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	81,021
<b>Equity Total</b>	1,759,485
Equity - Aboriginal	78,039
Equity - Socio-economic	1,296,806
Equity - Language	95,997
Equity - Disability	288,643
<b>Base Total</b>	7,362,296
Base - Per Capita	167,367
Base - Location	0
Base - Other	7,194,929
<b>Other Total</b>	2,152,306
<b>Grand Total</b>	11,355,109

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.

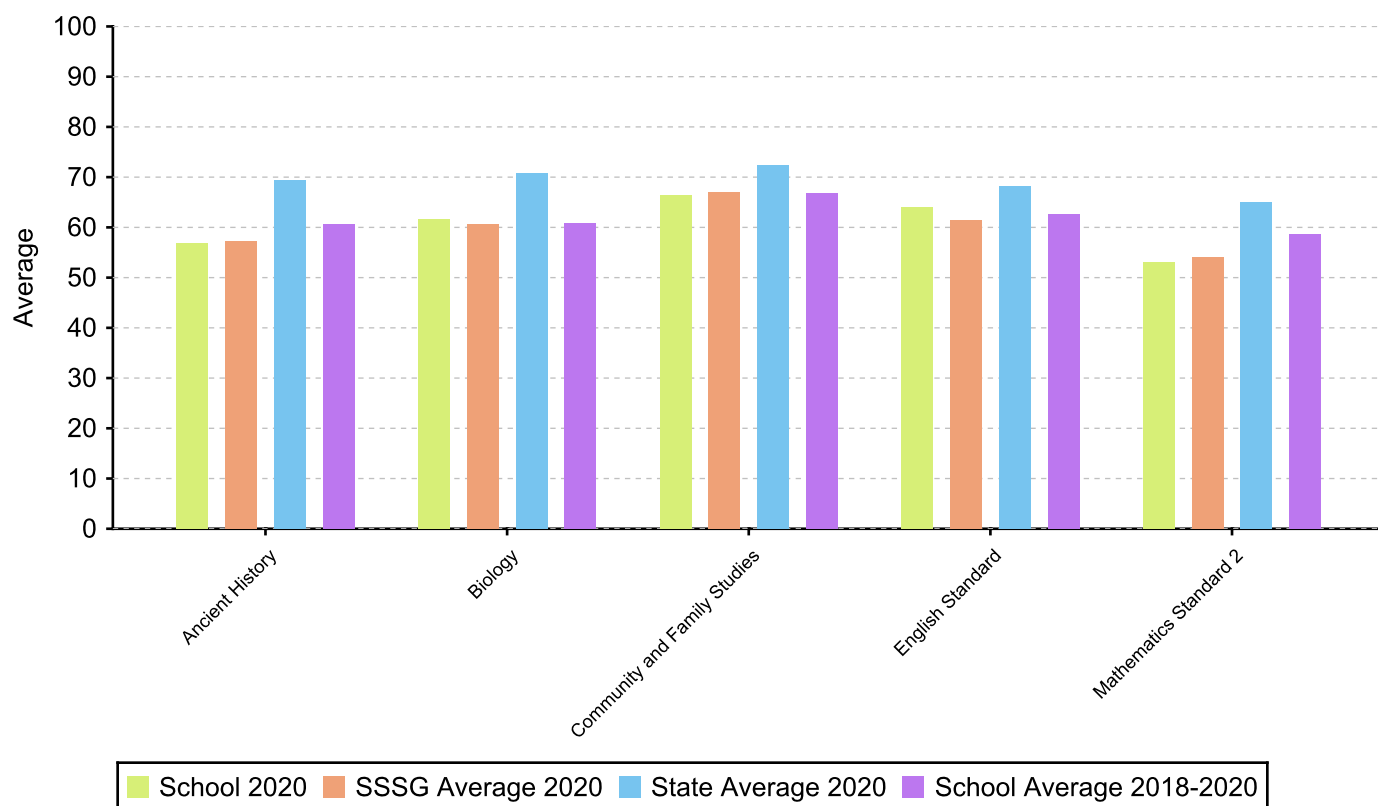
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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
Ancient History	56.8	57.3	69.4	60.6
Biology	61.7	60.6	70.8	60.8
Community and Family Studies	66.4	66.9	72.4	66.8
English Standard	64.1	61.5	68.1	62.7
Mathematics Standard 2	53.1	54.1	64.9	58.5





## Parent/caregiver, student, teacher satisfaction

The school obtains and evaluates feedback from our community through surveys conducted at school events and activities such as Open Afternoon, Parent Teacher Afternoons, orientation days and Information Evenings indicates that parents/caregivers and partner primary schools value the work of the school in improving the educational outcomes of all students. Additional feedback from the Tell Them From Me Survey and a whole school evaluation as part of our situational analysis showed a substantial level of satisfaction among parents/caregivers, students and staff.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

