2021 Annual Report

Southern Cross School of Distance Education

Southern Cross

SCHOOL OF DISTANCE EDUCATION

4659

Introduction

The Annual Report for 2021 is provided to the community of Southern Cross School of Distance Education as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

The 2021 School year was one of particular concern for our students with many interruptions related to the COVID pandemic. The staff of The Southern Cross School of Distance Education have stepped up as they did the previous year to cater to the needs of the school, students and community to maintain the teaching and learning process as practical as possible. This said, these interruption have impacted on both the students and the staff. In relation to our school plan, planning cycle and achievement of outcomes, many of these have been delayed or slowed down. We are still hopeful of achieving our goals, however, the pathway may be a little longer.

School vision

Opportunity   -   Wellbeing   -   Engagement

We create opportunities through inclusive and supportive learning environments.

We inspire success through flexible quality teaching and learning that is accessible and supports student growth.

We encourage confidence, resilience and perseverance; and promote high expectations through effective trusting relationships.

We acknowledge the Bundjalung people, the traditional custodians of the land on which our school resides, along with all other Aboriginal countries in which we learn and work together and commit to building relationships, respect and opportunities for all Aboriginal people in our community.

School context

Southern Cross School of Distance Education is a K - 12 equity provision (ATSI 30%) that caters to the needs of students that fall under numerous enrolment categories, but whom in general cannot attend main stream schooling for one reason or another.

There is a single subject provision to provide subjects that other schools may not be able to fill in their curriculum, providing a variety of pathways for students. Other categories include:

2.2 Isolated home student Support needs	2.5 Medical condition	2.8 Additional Learning and
2.3 Travelling within Australia (transitions)	2.6 Pregnant/young parent	2.9 Significant support needs
2.4 Travelling overseas	2.7 Vocationally Talented	2.10 Extraordinary circumstances

The school has enhanced enrolment procedures set out by the Department of Education to ensure that students fall into the correct categories, and to ensure that the needs of the student are met.

Our school footprint covers from the Qld border down to Toormina and as far west as Warialda.

The school Acknowledges the All Aboriginal Nations in the Southern Cross School of Distance Education service areas.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
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: Student growth and attainment

Purpose

To ensure student growth and attainment through high-expectations relationships and explicit teaching that is research based, informed by student assessment data and negotiated learning goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Reading and Numeracy outcomes
- Improving HSC Literacy and Numeracy minimum standards outcomes
- Supporting ATSI student attainment
- Supporting HSC, RoSA and credentialed attainment
- Effective teaching and learning practices
- School Excellence Framework.

Resources allocated to this strategic direction

English language proficiency: $2,540.16
QTSS release: $9,542.15
Professional learning: $17,500.00
Aboriginal background: $70,000.00
Low level adjustment for disability: $50,000.00
Socio-economic background: $15,000.00

Summary of progress

Overall there has been an uplift in student growth and attainment in 2021. This is evident in the school based interventions for Literacy and Numeracy as well as in HSC achievement data, including meeting the minimum standards. ATSI student attainment data demonstrates minimal changes between 2020 and 2021. Although there has been improvements, the impact of COVID-19 restrictions and lockdowns is evident across the scope of planned activities, with many being limited or cancelled. The whole school approach to Literacy and Numeracy is ensuring that effective teaching strategies and interventions are being implemented. Professional learning has supported teachers develop their skills and knowledge, leading to improved teaching and learning within the targeted areas. Teachers reflected upon the strategies used and identified student need to improve practice. The use of learning intentions and development of learning goals with individual students has increased across the school, with some faculties making greater progress than others. Completion of the "What Works Best" training has ensured a common understanding of, and approaches to best practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading and Numeracy There is a whole school and system approach to teaching reading and numeracy. 1. Intervention programs of Rip it up reading and QuickSmart data demonstrates student growth in literacy and numeracy skills for identified students. 2. Implementation of check in assessment to monitor student achievement in literacy and numeracy	**Literacy/Numeracy intervention programs** Rip it up Reading (RIUR) data indicates 63% of students increased their literacy skills from the baseline measure. QuickSmart (QS) data indicates 42% of students increased their numeracy skills from the baseline measure. This data reflects the impact of COVID-19 lock down and ongoing restrictions , where teachers were unable to be face-to-face with students. In addition, 18% of students offered the literacy and numeracy program tutoring chose not to engage with the tutors. Implications for future implementation is to enhance online delivery to ensure students unable to participate in face-to-face delivery are well

Reading and Numeracy	supported in improving their literacy and numeracy skills.
There is a whole school and system approach to teaching reading and numeracy. 1. Intervention programs of Rip it up reading and QuickSmart data demonstrates student growth in literacy and numeracy skills for identified students. 2. Implementation of check in assessment to monitor student achievement in literacy and numeracy	**NAPLAN** In 2021 a total of 101 students had access to complete NAPLAN; 15.8% fully complete and 19.8% including partially completed. Participation rates and level of achievement in 2021 were: • Year 3: 10% of students participated in the NAPLAN testing and performed above state and national levels, with results in the top 2 bands across reading, writing and numeracy. • Year 5: 44% of students participated in the NAPLAN testing and performed above state and national averages. In Numeracy results were in the top 3 bands, in reading results were in the top 2 bands and writing all achievement was band 5 or above with 50% of candidates achieving in the top 2 bands. • Year 7: 43% of students participated in the NAPLAN testing. Achievement was above state and national averages, more so with numeracy and reading with band 7 being the lowest band a student achieved. No students achieved in the top 2 bands for numeracy, reading and writing in Year 7. Spelling achievement was at national average or above. In Grammar and Punctuation results were more spread across the levels of achievement, however 2 students achieved results in the top 2 bands which placed them in the top 27.7% across NSW. • Year 9: 11% of students participated in the NAPLAN testing. Achievement levels were well below national average. Numeracy achievement was better than reading and writing, with the majority achieving in the middle 2 bands. Whereas, reading and writing are particularly low with most achieving results in the lower 2 bands. The results in spelling and grammar and punctuation testing again were well below national average, however larger spread of results, but none in the top 2 bands. **Check in assessment data** 2021 was the first time we participated in the Check-in Assessment process, participating in the term 2 round of assessment. Data from the Check-in assessment has been used to inform teachers of Years 4, 6 and 8 in regard to student achievement and gaps identified. However, as these check-in assessments were voluntary for the students we did not have the full cohort of students complete the testing. • Year 4: 50% of students participated in the Reading and Numeracy assessments. The average score for reading was 79.6% which is above the state average of 55.5%. In Numeracy the average score was 84.2% which is above the state of 63.4%. • Year 6: 45% of students participated in the Reading and Numeracy assessment. The average for reading score was 74% which is above the state average of 69.5%. In Numeracy the average score was 78% which is above the state of 71.4%. • Year 8: 40% of students participated in the Reading and Numeracy assessment. The average score for reading was 51.8% which is below the state average of 61%. In Numeracy the average score was 65.1% which is above the state of 64.9%. **Whole school approach** In addition to this data the whole school literacy approach has been implementing the comprehension focus known as 'The Super 6', where one strategy per term was presented at a staff meeting. Teachers within faculties were then required to implement the demonstrated strategy using resources provided, with a report back at another whole school staff meeting 10 weeks later. Three of these Super 6 comprehension strategies (making connections, predicting and questioning) were implemented in 2021, using a series of videos developed by staff, with additional resources, strategies, and scripts, etc. stored on TEAMS available to all teachers. Staff room posters have been developed based on feedback and relevant strategies to remind staff during live lessons and phone lessons. To further support staff and students literacy, training in Dyslexia and assistive technology has been delivered by the Learning and Support Teachers (L&STs).

Reading and Numeracy There is a whole school and system approach to teaching reading and numeracy. 1. Intervention programs of Rip it up reading and QuickSmart data demonstrates student growth in literacy and numeracy skills for identified students. 2. Implementation of check in assessment to monitor student achievement in literacy and numeracy	Implications for further implementation are continued refinement of programs so that all areas and levels of need are addressed and catered for, adapting the program to suit individual students, addressing barriers of access by experimenting with different delivery platforms such as online and phone, so all students across all areas can be catered to.
Literacy and Numeracy HSC minimum standards achievement greater than 2020: • Year 12 Reading > 47%; Writing >39%; Numeracy > 50% • Year 11 Reading > 23%; Writing > 14%; Numeracy > 19% • Year 10 Reading > 15%; Writing > 8%; Numeracy > 13%	Achievement of minimum standards in Years 11 and 12 dramatically increased from 2020 to 2021. Additional supports and opportunities were provided to students, from the state and school, due to COVID-19. Not only is there evidence of increased attainment but also increased participation in the practice Reading, Writing and Numeracy tests in Years 11 and 12. There was a decrease in completion and attainment rates for Year 10. In 2021: • 100% of Year 12 students eligible to sit the minimum standards met all 3 minimum standards in Reading, Writing and Numeracy. • There were some students who did not meet the Minimum standards in the Year 12 cohort, as they are on a pathway pattern of study will have additional opportunities in 2022 to meet the minimum standards. • 92% of Year 11 students eligible to sit the minimum standards met all 3 minimum standards in Reading, Writing and Numeracy. • 0.6% of Year 10 students eligible to sit the minimum standards met all 3 minimum standards in Reading, Writing and Numeracy. Implications for continued implementation are further refinement of processes and support for Year 11 and 12 students, and a review of how we engage year 10 students in the minimum standard testing.
ATSI student attainment Increased of number of Aboriginal students attaining credential. In 2020 there were 22 fulltime/pathways ATSI students enrolled in Yr 12 : • 1 ATSI student achieved an HSC with ATAR • 2 ATSI students achieved an HSC • 10 ATSI students achieved an HSC Life Skills • 9 ATSI students achieved a Yr 12 RoSA All A&AL students have a PLP.	In 2021, 39 ATSI students were enrolled in Year 12 courses, and there was no increase in attainment of credentials evident. Of the 18 fulltime/pathways ATSI students • 8 were withdrawn prior to the end of Year 12. • 1 student achieved an HSC. • 6 students achieved a Life Skills HSC. • 1 student achieved a Year 12 RoSA. • 2 students achieved two VET credential. Of the remaining students, 19 were single course students and 2 were shared enrolments. As the data for single course and shared enrolments remains with the home school we are unable to verify attainment for these students. **Overall ATSI student achievement** Primary In Primary there were 5 students that identified as Aboriginal or Torres Strait Islander. All completed individual programs with significant support. In Secondary there were 294 ATSI enrolments in 2021, including single subject and DE Project students Aboriginal and Alternate Learning • 124 of the ATSI students were enrolled in Aboriginal & Alternate Learning (A&AL) faculty during 2021. • Of the 124 student in A&AL, 61 students were enrolled in a Life Skills pattern of study. • 6 A&AL students completed stage 6 studies in 2021 with all achieving a Life Skills HSC. • 4 Stage 6 A&AL students commenced a traineeship or school-based

ATSI student attainment	traineeship in the 2021/22 school year.
	• 9 A&AL students obtained a nationally recognised Certificate 1 Deck Hand - Near Shore Operations through Tribal Warrior, an external provider who are aligned with TAFE NSW.
Increased of number of Aboriginal students attaining credential.	• 18 A&AL students completed a nationally recognised First Aid certificate.
	• 12 A&AL students obtained their Learner or Provisional drivers licence with the assistance of their A&AL Hub support staff.
In 2020 there were 22 fulltime/pathways ATSI students enrolled in Yr 12 :	• 7 A&AL students completed their White Card Construction Industry Knowledge test. Further courses were scheduled but were affected by Covid-19 cancellations.
• 1 ATSI student achieved an HSC with ATAR	For the remaining 170 students the data from each faculty is:
• 2 ATSI students achieved an HSC	
• 10 ATSI students achieved an HSC Life Skills	English/History:
• 9 ATSI students achieved a Yr 12 RoSA	• 3 ATSI students were enrolled in Aboriginal Studies, HSC marks demonstrated an uplift in achievement.
	• 2 ATSI students were enrolled in English; 1 in English Studies and 1 in English Advanced; achievement levels remained consistent with previous year cohorts.
	• 16 ATSI student were enrolled in Stage 5 Year 10 English.
	Maths:
All A&AL students have a PLP.	• 2 ATSI Year 12 students, 1 in Mathematics Standard 2 and 1 in 1 in Mathematics Standard 1, and both students completed the course.
	• 6 ATSI Year 11 students 1 in Mathematics Advanced and 5 in Mathematics Standard, 4 successfully completed the course.
	• 5 ATSI students were enrolled in Stage 5 Year 10 Mathematics, with all 5 completing the course of which 2 students were graded by their previous school.
	Science
	• 2 ATSI Year 12 students were in Biology, one completed the course, and the other did not attend the final HSC examination.
	• 4 ATSI Year 11 students were enrolled across 5 science subjects, with all completing the courses.
	• 16 ATSI students were enrolled in Stage 5 Year 10 Science, 9 left DE, 6 successfully completed and 1 student was N determined.
	HSIE
	• 4 ATSI students were enrolled in Stage 4 Mandatory Geography.
	• 15 ATSI students were enrolled in Stage 5 Mandatory Geography, 6 in Year 9 and 9 in Year 10.
	• 6 ATSI students were in 5 different Year 11 HSIE courses including Business Studies, Financial Management, Legal Studies, Economics and Work Studies, with all being successfully completed.
	• 5 ATSI students were in 3 different Year 12 HSIE courses including Business Studies, Financial Management and Society & Culture, with all being successfully completed.
	PDHPE
	• 32 ATSI students were enrolled in the PDHPE Faculty in Stages 4, 5 and 6.
	• Of these students 1 attained their HSC and 5 gained their RoSA credential.
	CAPA
	• 0 ATSI students were enrolled in Year 7 Visual Arts and Music.
	• 5 ATSI students were enrolled in Year 8 Visual Arts and Music.
	• 2 ATSI students were enrolled in Year 9 Photography.
	• 1 ATSI students were enrolled in Year 12 dance and achieved their HSC.
	• 1 ATSI student was enrolled in Year 12 Music and achieved their HSC.
	• 2 ATSI students were enrolled in Year 12 Art; 1 completed to gain an HSC. This particular student performed just slightly above the State Mean for this course, but value added 13 marks from her school based assessment to her HSC Examination mark across the two components of the course - Art Critical and Historical (written examination) and the Body of Work (practical).
	Languages
	• 11 ATSI students were enrolled in Languages. They are enrolled in Stage 4 Mandatory 100 hours Spanish and Japanese, Stage 4 Spanish Adapted, Stage 5 200 hours French and Stage 5 Life Skills Spanish.
	• All students met the requirements.
	TAS
	• 7 ATSI students were enrolled across Stages 4, 5 and 6.

ATSI student attainment	• All students met the requirements.
	VET
Increased of number of Aboriginal students attaining credential.	• 7 ATSI students enrolled in VET. • 1 student achieved Cert III Retail as well as Cert II Hospitality, including First Aid, RSA, RCG certificates, and full time employment at place of work placement in Grafton.
In 2020 there were 22 fulltime/pathways ATSI students enrolled in Yr 12 : • 1 ATSI student achieved an HSC with ATAR • 2 ATSI students achieved an HSC • 10 ATSI students achieved an HSC Life Skills • 9 ATSI students achieved a Yr 12 RoSA	• 1 student achieved Statement of Attainment Cert II Hospitality and Cert III in Skills for Work, plus First Aid Certificate. Engagement and Learning Faculty (ELF) • 40 ATSI students were enrolled in ELF across Year 7-12 in 2021 (21 in Individualised Program & 19 Life Skills). • 4 ATSI students gained their Year 10 Life Skills ROSA with ELF in 2021. • 2 ATSI students gained their Year 10 ROSA with ELF in 2021. • 0 ATSI students completed their Year 12 Life Skills HSC with ELF in 2021. In 2020 ELF had 4 ATSI students achieve a Life Skills HSC. Although this indicates there was a decrease in attainment in 2021, there were no Year 12 ATSI students enrolled with ELF in 2021.
All A&AL students have a PLP.	• 1 ATSI student gained a White Card certificate. **Strategies used to support ATSI student attainment include:** Primary: • To maintain cultural identity, supervisors are included in the lesson planning process. • Culturally appropriate resources such as readers are used when possible. • Cultural content was included into the 'Big Idea' topics to help engage the students. • Cultural input is acknowledged and valued. • Extensive consultation with a support team drawn from all stakeholders. • Seeking community input. • Ensure continuity in teaching and learning - teachers always show up. A&AL: • Teaching and learning activities are culturally appropriate, supporting Traditional Owners to deliver community education programs and then backward mapping syllabus outcomes all support and maintain a space of inclusive and celebrated cultural identity. • Hub sites are in a culturally 'safe' space such as Local Aboriginal Lands Council to promote student and community involvement in broad range of activities. • Attendance at local and regional AECG meetings and the Goorie Interagency meetings in the Tweed and Clarence Valleys. • Employing local Aboriginal SLSO for every Hub setting and invite collaboration with Elders and traditional Elders wherever appropriate. • Transport in the school vehicles, individual flexible attendance plans, breakfast and lunch provisions. English/History • Knowing our students: clear and transparent communication, utilising data from DEMS/Scout/RAP. • Development of high expectation relationships. • Individualising learning materials and teaching strategies to assist individual student needs. • Celebrating achievements within faculty and the wider school community. Maths • Ensuring Learning Activities are accessible and culturally appropriate. Science • Acknowledgement of country. • Acknowledgement of importance and depth of Indigenous knowledge of all Sciences. • Celebrating and acknowledging significant dates and events such as NAIDOC week; harmony day; national apology day. • Completion of new unit with Indigenous knowledge as a focus. • Mini-school activity looking at fire starting techniques and Indigenous knowledge. • Teachers to reflect on ATSI students ILP/PLP - how can best help to reach goals. HSIE • Ensuring that rapport is maintained with indigenous students, and their community support systems, to encourage high expectations relationships, engagement in learning and attainment.

ATSI student attainment	PDHPE
	• Participation in whole school activities such as celebrating NAIDOC week.
Increased of number of Aboriginal students attaining credential.	• Inclusion the 8 ways of learning particularly storytelling, land links, and use of images.
	• Delivering of an Indigenous game's unit, references to cultural links within sport e.g. Marngrook and Australian Rules football.
In 2020 there were 22 fulltime/pathways ATSI students enrolled in Yr 12 :	• Teaching of inclusion and diversity.
• 1 ATSI student achieved an HSC with ATAR	CAPA
• 2 ATSI students achieved an HSC	• Most of our courses include personal choice practical work, which give students the opportunity to investigate and celebrate their cultural heritage.
• 10 ATSI students achieved an HSC Life Skills	• Cultural identity is respected, and students are encouraged to reflect their individual identity in their learning.
• 9 ATSI students achieved a Yr 12 RoSA	• Developing and participating in whole school NAIDOC activities.
	Languages
	• Importance of cultural identity is included in Languages learning materials, with ATSI cultural awareness at the beginning of each course.
	TAS
All A&AL students have a PLP.	• Teaching and learning programs have been written to incorporate indigenous perspectives and include strategies form '8 Ways Learning'.
	• Most of our courses include personal choice practical projects, which give all students the opportunity to investigate and celebrate their cultural heritage.
	• Cultural identity is respected, and students are encouraged to reflect their individual identity in their learning.
	VET
	• Building high expectations relationships.
	• Supporting and encouraging ATSI students to continue and gain qualifications in VET, workplace readiness and opportunities for careers/employment.
	ELF
	• Continual development of culturally informative and appropriate learning materials into all KLAs - Life Skills and Individualised Program.
	• Inclusion of ATSI related images throughout learning materials.
	• Creating informed and positive relationships with staff, students, and their families.
	• ELF staff attending PL aligned to the learning needs of ATSI students.
	• Collaboration with local Aboriginal and Torres Strait Islander Community to ensure appropriate and relevant integration of culturally beneficial aspects to Learning Activities.
	• Developing and participating in NAIDOC activities. For example, specific NAIDOC Learning Activities and Hub practical projects for the whole school NAIDOC installation.
	Future implications for the school are to have more targeted and specific goals related to ATSI attainment that could help direct focus toward more action in this space and to build greater awareness of Indigenous knowledges and culture to support cultural safety and identity of students.
	PLP data
	In 2021 100% of A&AL students had a collaboratively developed Personalised Learning Plan (PLP).
	The collaborative process of 'unpacking' the DoE PLP document and drafting our schools PLP policy with UNCRAECG was very successful and saw us achieve the first Regional AECG approved PLP process and accompanying teacher support document in the state. All A&AL students completed a collaborative PLP in 2021.
	Feedback from community was very positive with many citing it being an excellent opportunity for staff and carers to get to meet and work towards a common goal. Many also commented upon the realistic and achievable nature of the process allowing students to identify and outline their own goals beyond just being academic
	Hub staff use PLPs to identify unique opportunities for students e.g. interest

ATSI student attainment Increased of number of Aboriginal students attaining credential. In 2020 there were 22 fulltime/pathways ATSI students enrolled in Yr 12 : • 1 ATSI student achieved an HSC with ATAR • 2 ATSI students achieved an HSC • 10 ATSI students achieved an HSC Life Skills • 9 ATSI students achieved a Yr 12 RoSA All A&AL students have a PLP.	in seeking work as a goal may see teacher or advisor assist with resume, undertake a mock job interview with them or assist to find suitable positions in community. Many students identify obtaining driver's license as a goal and staff then assist to obtain and book a free lesson through interagency partner like NORTEC or New Horizons. As a school our system still needs streamlining as the PLP forms (agreed upon by the UNCRAECG) completed by staff/students/carers is collaborative, informal and individualised and even allows for visual mapping etc. yet our DEMS system then requires us to 'tick-a-box' later on causing staff to double handle and type in content from the meeting rather than just upload the original. Real challenges exist in accurately reviewing and updating our students PLP's as many experience significant changes such as moving across regions, changing home supervisors or changing living addresses/circumstances all of which effect the goals and access to supports for each learner.
HSC, RoSA and Credentialed attainment The proportion of HSC course results in the top 2 bands shows an uplift from the baseline.. The proportion of HSC course results in the top 3 bands shows an uplift from the baseline Decrease in N determined students due to increased student engagement: • Year 12 < 9% FT students N determined in one or more subjects • Year 11 < 13% FT students N determined in one or more subjects • Year 10 < 22% FT students N determined in one or more subjects	There was an uplift in the number of students achieving in the top 3 bands and in the top two bands, achievement in the top band remained the same.. This includes achievement in extension courses. • In 2021 69% of students achieved a result in the top 3 bands whereas in 2020, 64% of students achieved a result in the top 3 bands. • In 2021 38% achieved a result in the top 2 bands compared with 28% in 2020. • 8% of students achieved a result in the top band in both 2021 and 2020. Secondary faculties analysed the 2021 HSC data to find: English/History: In 2021 Aboriginal Studies, English Advanced, English Extension 1 and 2 saw an uplift in the numbers of students achieving the top 2 bands. English Standard, Ancient History and Modern History saw an uplift in the top 3 bands. English Studies achievement is difficult to compare as the examination is optional. History Extension was offered as a course for the first time in 2021, with very strong results. • Aboriginal Studies: 2020 100% Band 4; 2021 17% Band 4, 67% Band 5 and 0% Band 6. • Ancient History: 2020 40% Band 4, 20% Band 5; 2021 0% Band 4, 67% Band 5 and 0% Band 6. • English Advanced: 2020 0% Band 4, 43% Band 5 29% Band 6; 2021 25% Band 4, 50% Band 5 and 25% Band 6. • English Extension 1: 2020 60% Band E3; 2021 75% Band E3 and 0% Band E4. • English Extension 2: 2020 33% Band E3; 2021 100% Band E3 and 0% Band E4. • English Standard: 2020 37% Band 4; 2021 50% Band 4, 0% Band 5 and 0% Band 6. • English Studies: 2020 0 students chose to sit the optional HSC examination, 2021 no students achieved in the top 3 bands. • History Extension: 2021 was the first time this courses was offered; 100% of students achieved a Band E3. • Modern History: 2020 33% Band 5; 2021 50% Band 4, 0% Band 5 and 0% Band 6. Maths: Data for the 2021 HSC shows there was a decrease in overall achievement in Mathematics Advanced with no students achieving in the top 2 bands. However, there was an uplift in the number of students achieving in the top 2 bands for Mathematics Standard 2. No students elected to sit the optional Mathematics Standard 1 examination. There were no students in either of the maths extension courses in 2021. • Mathematics Advanced: 2020 40% Band 4, 20% Band 5, 0% Band 6 and in 2021 33% Band 4, 0% Band 5 and 0% Band 6. • Mathematics Extension 1: 2020 25% Band E3 and in 2021 0 students

HSC, RoSA and Credentialed attainment

The proportion of HSC course results in the top 2 bands shows an uplift from the baseline.. The proportion of HSC course results in the top 3 bands shows an uplift from the baseline

Decrease in N determined students due to increased student engagement:
• Year 12 < 9% FT students N determined in one or more subjects
• Year 11 < 13% FT students N determined in one or more subjects
• Year 10 < 22% FT students N determined in one or more subjects

undertook this course.
• Mathematics Standard 2: 2020 0% Band 4, 0% Band 5 0% Band 6 and in 2021 0% Band 4, 20% Band 5 and 0% Band 6.

Science: As our class sizes are very small, the variation from year to year can be dramatic and doesn't follow any trend. Results are more dependent on the individual students from year to year, there have been some improvements seen but not an overall statistically established trend, to achieve this one needs a large enough cohort.
• Agriculture - 100 % band 4's 2018 - 2020; Range of bands (from 2 up) including a band 5 in 2021 so although saw an increase in top two bands also saw a decrease.
• Chemistry and Biology - data doesn't show an overall increase in top 2 bands. Both showed more students in higher bands in 2021 compared with 2020 but certainly not a trend.
• Physics - range of bands seen in physics from 2018 to 2021; most consistent of the Stage 6 subjects.

HSIE: Results vary between cohorts- few consistent trends from analysis conducted between 2018 and 2021. Small student numbers in most subjects also makes % data comparison not very reliable. Strong Band 5 performance in 2021 in Economics, Legal Studies and Band 5 & 6 performance in Society & Culture. Business Studies, Geography and Studies of Religion results vary a lot between years.
• Legal Studies: 2020 20% Band 5, 2021 43% Band 5.
• Economics: 2020 - 0 Band 5; 2021 43% Band 5.
• 2020 & 2021 no Band 5 in Geography.
• Society & Culture: 2020 13% Band 6; 2021 14% band 6; 2020 0% Band 5; 2021 29% band 5.
• Studies of Religion 2 unit: 2020 20% Band 5; 2021 0 band 5.
• Business Studies: 2020 7% Band 5; 2021 10% Band 5.

PDHPE: There has been an uplift in both PDHPE and CAFS.
• CAFS results increased from 14% band 5 in 2020 to 100% in 2021.
• PDHPE results increased from 0 band 5 in 2020 to 33% band 5 in 2021.
• both CAFS (100%) and PDHPE (50%) have students in top 3 Bands in 2021.

CAPA: The faculty has consistently strong results in the top 2 bands. In 2021, students were impacted by COVID. NESA implemented COVID-19 procedures for the 2021 cohort so that teachers were able to put in estimates for course components of the practical components of the courses if needed or use their assessment marks they may have done if they had not been disadvantaged. Additionally, our students were not able to be live marked for Music and Dance. Dance practical components needed a combination of COVID assessments and school-based assessments based on previous words and recordings. Music had students submit recordings of their performances for their practical examination. Note - 50% of the music course students were in Sydney in the red hot spot zone which had 16 weeks of continuous lockdowns and no attendance at home school onsite.
• Dance: 2020 33% Band 4, 44% Band 5 22% Band 6, 2021 47% Band 4, 12% Band 5 and 6% Band 6.
• Music 1: 2020 100% Band 5, 2021 50% Band 4 and 50% Band 5.
• Music 2: 2020 33% Band 4, 33% Band 5 an 33% Band 6, 2021 0 students.
• Music Extension: 2020 100% Band E4; 2021 0 students.
• Visual Arts: 2020 0% Band 4, 30% Band 5 and 10% Band 6, 2021 50% Band 4, 17% Band 5 and 17% Band 6.

HSC, RoSA and Credentialed attainment	
The proportion of HSC course results in the top 2 bands shows an uplift from the baseline.. The proportion of HSC course results in the top 3 bands shows an uplift from the baseline Decrease in N determined students due to increased student engagement: • Year 12 < 9% FT students N determined in one or more subjects • Year 11 < 13% FT students N determined in one or more subjects • Year 10 < 22% FT students N determined in one or more subjects	Languages: In 2021, the languages faculty continued to achieve excellent results in Beginners, Continuers and Extension courses, with a First in State for Indonesian Beginners. • French Beginners: 2020 100% of students achieved in the top 2 bands, in 2021 80% of students in the top 2 bands. • French Continuers: 2020 75% of students achieved in the top 3 bands, in 2021 there was an uplift to 100% of students in the top 3 bands. • German Beginners: 2020 67% of students achieved in the top 3 bands with 1/3 achieving in the Band 6; there was an uplift in 2021 with 100% of students achieving in the top 3 bands, 25 % Band 4, 25% Band 5 and 50% Band 6. • German Continuers: 2020 100% of students achieved in the top 2 bands whilst 2021 67% of students in the top 3 bands. • German Extension: There were no students in this course in 2020. In 2021 100% of students achieved in the top 2 bands with 25% achieving Band E3 and 75% achieving Band E4. • Indonesian Beginners: in 2020 there were 0 students in this course, however, in 2021 results included 100% of students in the top 3 bands, with 50% achieving Band 6. With a student achieving first in the state. • Indonesian Continuers: 100% of 2020 candidates achieved in the top 3 bands, 2021 saw a decrease in achievement with no students achieving in the top 3 bands. • Italian Beginners: 100% of students achieved in the top 3 bands in 2020, in 2021 with 67% achieving in the top 3 bands. • Italian Continuers: 100% of students achieved in the top 3 bands in 2020 and 2021. • Japanese Beginners: 20% of students achieved in the top 3 bands in 2020, however, no students achieved in the top 3 bands in 2021. • Japanese Continuers: 100% of students achieved in the top 2 bands in 2020 and in 2021 50% of students achieved in the top 2 bands. • Spanish Beginners: 70% of students achieved in the top 3 bands in 2020 and 2021. • Spanish Continuers: 2020 80% of students achieved in the top 3 bands, 2021 50% of students in the top 3 bands. TAS: In 2021 there was an uplift in the achievement in 5 subjects; Engineering Studies, Food Technology, Information Processes and Technology, Industrial Technology and Textiles and Design, from the 2020 results. • Design and Technology: 2020 100% of students achieved a Band 5; in 2021 0% of students achieved in the top 3 bands. • Engineering Studies: 2020 36% of students achieved in the top 3 bands, with 9% achieving a Band 6; in 2021 there was an uplift with 67% of students achieved in the top 3 bands, 33% achieving a Band 6. • Food Technology: 2020 80% of students achieved in the top 3 bands; in 2021 there was an uplift with 100% achieving a Band 5. • Information Processes and Technology: 2020 no students achieved in the top 3 bands, there was an uplift in 2021 with 20% achieving within the top 3 bands. • Industrial Technology: 2020 40% of students achieved in the top 3 bands; there was an uplift in 2021 with 50% of students achieving in the top 3 bands, 25% achieving a Band 6. • Software Design and Development: 2020 60% of students achieved in the top 3 bands, with 40% achieving a band 6; however in 2021 only 33% achieved in the top 3 bands. • Textiles and Design: 100% of students achieved in the top 3 bands in 2020 and 2021, there was uplift of the number of students achieving in the top bands, 33% Band 5 and 17% Band 6, in 2021. VET: Unfortunately, the majority of VET students elect not to sit the HSC examination, therefore data analysis and comparison between years is not possible, especially when considering small cohort numbers. However, VET

HSC, RoSA and Credentialed attainment	supports student achieve a Vocational credential and additional work related certification such as White Card, Barista, RCG and RSG.
The proportion of HSC course results in the top 2 bands shows an uplift from the baseline.. The proportion of HSC course results in the top 3 bands shows an uplift from the baseline	**N determination data** In 2021 there was an overall decrease in N determinations issued to Full time and Pathways students • Year 12 1% of students were N determined in one or more subjects. • Year 11 8% of students were N determined in one or more subjects. • Year 10 17% of students were N determined in one or more subjects.
Decrease in N determined students due to increased student engagement: • Year 12 < 9% FT students N determined in one or more subjects • Year 11 < 13% FT students N determined in one or more subjects • Year 10 < 22% FT students N determined in one or more subjects	Faculties analysed data for all students (full time, pathways, single course and shared enrolments) as follows: English/History sent a total of 107 warning letters, 15 to Year 12 students, 10 to Year 11 students and 82 to Year 10 students, across all courses. There were no N determinations issued to Year 12 students, 1 to a Year 11 English Studies student with 13 Year 10 students being N determined, 6 in History and 7 in English. The faculty have seen success through making ongoing adjustments and individualisation of learning materials, seeking engagement through synchronised learning strategies and teachers focusing on individual cohorts rather than being spread across many groups. The practice of panel marking for assessment tasks and scheduling of whole faculty and separate subject programming days to revise and update teaching materials has had an impact. As has the rewriting teaching materials to accommodate the needs of whole cohorts and individual students. Maths sent a 122 warning letters to year 10 students with 29 N determinations applied. There were 23 warning letters sent to Year 11 students with 2 N determinations applied. In Year 12 16 warning letters were sent with 1 N determination applied. Science saw a decrease in N determinations issued, analysis of the past 3 years indicated there were. 26 N determinations issued in 2019, 13 in 2020 and 10 in 2021. Reduction in Year 10 N awards is attributed, at least in part, to online lessons, students who had minimal engagement in Year 9 2020 had significantly increased return rates in Year 10 2021. HSIE analysis of n-awards/warning letters between 2019 and 2021 was conducted as part of an internal faculty monitoring process. DEMS data for Year 12 showed no trend in n warning letters but a consistent and somewhat lower rate of n-determinations (e.g. 32 n letters sent vs 3 n determinations). In Year 10 there was a big increase in n warning letters sent between 2019 and 2021 (7 vs 55), however, N determinations were consistently low in 2019 and 2020; 8 N determinations issued for the 2021 Mandatory Geography cohort. In PDHPE Year 12 student data was analysed and found that there has been an increase in student return rates and decrease in N determinations as follows: CAFS Year 12 engagement rate - 81.48% (2021) 82.59% (2020) 115% (2019): Warning letters 0 (2021) 3 (2020); PDHPE Year 12 engagement rate - 90.72% (2021) 40:00% (2020) 80.71% (2019): Warning letters 11 (2021) 10 (2020). In CAPA return rates were impacted by students experiencing COVID-19 lockdowns. In total 16 warning letters were sent, 5 to Year 12 students, 3 to Year 11 students and 8 to Year 10 students, across all courses, with no N determinations issued. In Languages there were 91 Warning letters issued and 41 of these were active across the board at the end of 2021. The work return rates averaged at 73.19 % and there were 7 'N' determinations; 4 of which were redeemed. In TAS a total of 41 warning letters were sent across all courses in Years 10,11 and 12. In Years 10 and 12 there were no N determinations applied,

HSC, RoSA and Credentialed attainment The proportion of HSC course results in the top 2 bands shows an uplift from the baseline.. The proportion of HSC course results in the top 3 bands shows an uplift from the baseline Decrease in N determined students due to increased student engagement: • Year 12 < 9% FT students N determined in one or more subjects • Year 11 < 13% FT students N determined in one or more subjects • Year 10 < 22% FT students N determined in one or more subjects	however, there were 2 N determinations issued to Year 11. VET sent a total of 13 warning letters and no N Determinations were applied to VET students. In A&AL the 'hand delivered' option for delivery of N Warnings improved recipient understanding of curriculum and NESA requirements for Indigenous students, low SES students and those from homes with low carer literacy. This resulted in an increased amount of first Stage 5 N Warnings in 2021 but a decrease in second warnings and resulted in fewer N determinations issued. The majority of Stage 6 N Warnings issued in 2021 were redeemed through timetabling a staff member allocated time to conduct follow-up phone lessons, supporting students to meet requirements. In ELF although some ELF students' engagement in 2021 was impacted negatively due to COVID-19 lockdowns and restrictions. During these periods Hubs and Projects were closed, teacher visits were unable to occur, support workers unable to attend home and support students face to face however there was an overall N determinations decreased in 2021: 1 Year 10 IP ROSA student N determined in 2021, 0 Year 10 Life Skills ROSA students N determined in 2021 and 0 Year 12 Life Skills HSC students N determined in 2021.
Effective teaching and learning Teachers embed learning intentions into learning activities. Teachers begin to negotiate learning goals with students.	The Primary faculty had 100% of teachers implementing Learning intentions and success criteria in the form of "I can" statements in all units, Individual weekly student programs and weekly live lessons. Students were happy to have clear learning goals. They discussed them with their teachers in live lessons and also when giving and receiving feedback on their weekly individual program. Learning goals were negotiated with all students. Some students chose between teacher set goals or had minor input (e.g. the number of sight words to learn), more capable students set challenging goals in conjunction with their teachers. This was an effective process for increasing student engagement in learning as students knew what they were working towards and could feel a sense of achievement once they achieved the learning goals. All teachers implemented learning intentions, from K-6. Major learning goals were recorded on individual weekly student programs, progress was monitored, and this was uploaded into DEMS. Personal goals were monitored and tracked by the teacher in live lessons. Samples of this were loaded into our shared faculty folders. Even young students could articulate what they were learning and why ("tricky work makes my brain grow"). Most students were eager to take charge of their own learning and enjoyed tracking (e.g. ticking off known words). Learning intentions/success criteria will continue to be printed on all units and individual weekly student programs. Teachers will refer to the success criteria at the start of each live/video lesson and ask students to reflect on their achievement at the end of each lesson. Teachers will introduce SMART goals and goal setting with individual students and groups of students throughout the year, especially to aid mastery in literacy and numeracy. A survey of 7-12 teaching staff indicates 100% of faculties have teachers that utilise/embed learning intentions and success criteria in their lessons to establish learning goals for all students. Within in each faculty the percentage of teachers that utilise/embed learning intentions and success criteria varies significantly. Some faculties have made this a high priority so are above 90% of teachers embedding and using these strategies. Whilst other faculties have an engagement of less than 35% of teachers embedding and using learning intentions. There is evidence of greater utilisation of success criteria particularly for Years 10, 11 and 12. In A&AL Students at Hubs are always encouraged to discuss learning intentions and learning outcomes with their teachers and map each day's activities. Individual student expectations, priorities and learning goals may differ but all encouraged to negotiate and manage time on tasks, engagement opportunities and extracurricular activities. In ELF Learning objectives/intentions are included on all Science Learning

| **Effective teaching and learning**
Teachers embed learning intentions into learning activities.

Teachers begin to negotiate learning goals with students. | Activities and within some Learning Activities across other KLAs Individualised Program and Life Skills. Learning intentions are discussed at the beginning of all phone and face to lessons, here the teacher has the opportunity to provide explanation of what key concepts will be covered and the student understands the intention of the lesson. Learning intentions are included within instructions/message to student on each Individualised Program and Life Skills LA cover page. Learning goals are adjusted on an individual basis to cater for the students' individual needs, interests and ability level. Learning intentions are linked to previous lesson learning.

English/History have implemented and embedded learning intentions into teaching and learning across all courses and for all year levels. Data analysed indicated that stunts had greater clarity in their learning. Students have been able to negotiate their learning goals with teachers and they are effectively recorded in DEMS.

In Maths all courses and all canvas courses have learning intentions embedded. Learning goals negotiated and recorded in DEMS for particular students who may need workload adjusted. Learning intentions need to be implemented along with a success criteria. They both support the visual learning ideology and in many ways the success criteria is the accountability section of the learning intention. As students become aware and learn how to use learning intentions and success criteria, and the understanding they can negotiate. Students need to explicitly learn about the value of learning intentions and success criteria and how it can be used for them.

In Science all Stage 4 and 5 units the learning goals are specified at the start of each lesson/new topic and moving towards synchronous online lessons which allows clear communication.

In HSIE learning intentions being progressively and explicitly incorporated into learning activities- paper and Canvas based. Learning intentions are written into live lessons in Year 9 Geo giving opportunity to discuss them. Opportunities for students to write their own learning intentions are written into Year 10 Geography coursework. Learning intentions written into Stage 6 Financial Management & Work Studies coursework with reflection activities around those intentions written into course materials also.

In PDHPE all learning materials clearly state learning intentions and are stated at the beginning of live or phone lessons. The learning intention give direction to the students on what they are expected to achieve. As part of regular evaluative processes staff reflect on learning intentions and whether they are accurate and reflective of what is being taught in the lesson. This assists in making the learning intentions specific and clear to the lessons ensuring students have a clear understanding of these.

CAPA have embedded learning intentions into some of their learning materials across different courses and year levels.

All of the Languages courses have learning intentions, written as "you will learn to/about/how to", at the beginning of a learning activity. In the new Stage 5 courses and Stage 6 Beginners courses learning intentions are more explicitly embedded into the course materials and therefore programs and practices through the main activity for each module, and the focus task for each unit of work. The main activity and focus task provide students with an authentic purpose for the learning in the module or unit. Collegial discussions show that if students were aware of the learning goal they knew what they had to learn and why and have an understanding of the purpose and this engaged them. Students need to know that they are learning something for a reason, not "just because". Discussions with several teachers show that in general learning goals were only negotiated if students had special needs or were very behind in schedule and needed the amount of content adjusted so that they could redeem a warning letter.

VET teachers explicitly discuss learning intentions, students realise importance of lessons, stating intentions during live lessons and in written materials. Embedding learning intentions clearly into student materials is underway. |

100% of teachers complete the what works best professional learning modules	100% of Primary teachers completed all the PL modules. There is evidence of the impact of these learning modules as changes have been observed in teaching practices. The PL modules provided good discussion questions and guided us to refine our practice. New teachers will be encouraged to complete the modules. We will continue to implement the recommendations contained with the learning modules for what works best.. In Secondary faculties, as there are quite a number of staff work part time and the What Works Best Professional Learning modules were scheduled for staff meeting time slots not all staff completed the PL. However, 100% of staff who worked onsite for the scheduled days completed the PL. Unfortunately teachers that work predominantly off site in our learning hubs did not complete the PL modules. Feedback on this professional learning included: • Engagement and Learning Faculty (ELF) staff found the "What Works Best" professional learning modules to be a good reminder and refresh of quality teaching practices. Strategies included were found to be beneficial, however staff found most strategies and examples were suited to a face to face schooling context. • English/History staff believe that this PL impacted their teaching practice to some degree and participated in a lot of professional dialogue, sharing information with each other, within the faculty. • Maths staff believe continually revisiting and exploring the research will ensure it is valued. Maths teachers like to say - "well this is what we already do" - a session on evidence finding will be valuable to see where, explicitly we have evidence of the modules. • Science adopted retrieval practices across Stage 6 and encouraged in Stage 5. • HSIE stated regular opportunities for professional dialogue and translation of research into our educational setting was valuable and evidence of its impact was apparent in PDP discussions and teaching and learning practices across the faculty. Opportunities to apply learning from What Works Best arise in day to day practice. A refocus and revision during faculty meetings is needed to keep building on the work and progress made in 2021. • PDHPE stated this has had a positive impact in that it supported some of our practices while allowing us to explore other strategies to improve our practice and, ultimately, outcomes for our students learning. • Languages thought the modules of particular benefit were Classroom management, effective feedback, explicit teaching and high expectations. Specifically within Classroom management: providing a scaffold and support students to understand task requirements by clearly communicating the content and goals of the lesson and give explicit task directions, checking students understand what is required and providing timely feedback. In Explicit teaching: to not only give explicit learning intentions on the front page of each module, but also at the beginning of each speaking lesson as well as to negotiate learning goals with students. Effective feedback included the need to set clear learning intentions to assist students to understand where they are right now in comparison to their learning intentions & what they need to get there. Finally in High expectations positive student-teacher relationships are vital, as are challenging and stimulating tasks with effective feedback and maintaining consistent, positive, regular contact with students. • The VET team generally completed the PL as a team and found it was a great process to work collaboratively together. Time to discuss and respond as a group was a valuable exercise. It is important to take into account other's perspectives and experiences, teachers learn from each other and take ideas from that to embed into their own practices.
Improve the percentage of students in the top 2 bands in numeracy from the baseline by 3.2 % points.	Due to the ongoing effects of Covid, the nature of our transient cohort and environmental issues this target is still being sought.
Improve the percentage of students in the top 2 bands in reading from the baseline by 4.5 % points	Due to the ongoing effects of Covid, the nature of our transient cohort and environmental issues this target is still being sought.

Strategic Direction 2: Opportunity and wellbeing

Purpose

To provide opportunities for our students to become life long learners and active members of their community and ensure cultural competence and wellbeing through safe supportive learning environments where all students are known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student engagement
- Opportunities
- Wellbeing
- School Excellence Framework.: wellbeing element

Resources allocated to this strategic direction

Socio-economic background: $256,000.00
Professional learning: $120,000.00
Low level adjustment for disability: $170,000.00
Aboriginal background: $224,000.00
Per capita: $100,000.00

Summary of progress

Base line data was collected for 2021 and will be used to analyse attendance and engagement over the current School Plan cycle. During 2021 for our fulltime students SCSoDE ran 24 Learning hubs, 14 outreach programs and 12 project classes. 263 students took advantage of the extra support through the Learning hubs, 60 through Outreach and 141 through Project classes. A Virtual hub was set up for the first time in 2021, this catered for our isolated and travelling students who could not attend any other engagement opportunity. Approximately 11 students took the opportunity to get assistance with a teacher online and also share their experiences with other students through Microsoft Teams.

Field visits continued to be a major instrument for engaging fulltime and single subject students with 1010 visits planned for 2021. COVID-19 did have a detrimental effect on face to face opportunities with 226 visits being cancelled due to the pandemic. Very few mini schools and engagement days were held in 2021 due to COVID-19.

Engagement processes continued in 2021 with students being reviewed twice a term on work return rates. 14542 internal reviews were conducted, 9217 where students were deemed satisfactory and 5325 where students were causing concern. The outcomes of these reviews vary from students achieving merit awards through to NESA warning letters or letters of concern being sent home. This number of reviews is very similar to 2020 results.

The student Merit scheme was updated this year with not only awards but gift prizes for recipients. Fulltime students who received 7 Merit awards were given a Bronze award as well as a SCSoDE pen. Students who received 14 Merit awards achieved a Silver award and a SCSoDE drink bottle. Students who received 21 Merit awards attained a Gold certificate on Presentation Day and received a gift voucher worth $50. Single subject students needed less merit awards to achieve the same levels. In 2021 1407 merit awards were given out which was a 28% decrease from last year, however 104 students achieved Bronze, 33 achieved Silver and 13 achieved Gold, this was a 76% increase from 2020. 784 Presentation day awards were achieved by fulltime students and 312 Presentation day awards were achieved by single subject students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student Engagement. Data collected for baseline attendance and engagement as well as achievements through the Merit system. Introduction	***Engagement*** The following are reports from each area of the school as to how engagement was measured, strategies used, their successes and areas

of new merit scheme processes	that need improvement:
	AAL • Engagement varies from hub to hub and among students but the majority of students attend the majority of the time. More importantly, almost all experienced an increase in attendance and engagement compared to their mainstream schooling experience (often following extended periods of non-school attendance, school refusal or non-enrolment in local the setting) • Collection and drop-off of students in school vehicles encourages attendance and overcomes transport issues. • We use face to face visits to students and carers following periods of non-attendance to identify issues and encourage engagement • Hand delivery of school and DET correspondence eg. N Warnings to discuss education/engagement matters face to face with all parties and prepare appropriate response with staff support. • Breakfast and lunch programs at all centres and 'care packages' with food or fun items included with curriculum materials delivered during outreach. • Appointment of Aboriginal SLSO's in each Hub setting • Interagency partners eg. 'New Horizons' Youth Workers attend Hubs to work with students • Engagement is achieved through weekly sporting/cultural/engagement experiences in the form of local excursions and an end of term and major end of year engagement day. **CAPA** Strategies include: Online learning • Proven increase in CANVAS use across faculty and amount of courses available. CAPA was awarded the most improved, most amount of increase of students and courses in 2021 from the CANVAS team. • Dance and Music prefer to use Zoom due to movement, recording and audio capabilities linking with the subject specific nature. Vis Arts, Photography, Video and Visual Design use MS Teams. All subjects use CANVAS. • In 2021, we further increased of use of live online lessons, a-synchronous and synchronous. • Dance has 100% students participating in weekly to fortnightly live asynchronous and synchronous lessons with 1-2 teachers on practical and written components of the course. • Music developed a way to better utilise the live video lessons for practical lessons and to increase engagement of the students through development of : reduction of audio lag through use of appropriate music and IT technology, creation of hardware to position and hold webcam above guitar fretboard, overhead web footage of piano/keyboard teacher instructions. • Music and Visual Arts were able to in 2021 deliver HSC Compressed and HSC courses with vastly reduced visits and during Covid restrictions, no visits. Although not ideal, it was done. • Music had some students from Sydney in the red hotspot zones who were in lockdown for 16 weeks in a row. 2 of these students stated that the regular music distance education video calls were often the only interaction these students had throughout the weeks or for weeks at a time. These students were able to complete their HSC with submitting all of their major works of Core Performance and 3 Core Performances. • Music and Dance Practical HSC Components were required to be marked by the teachers in 2021. Due to the regular lessons, technology set up and the students seeing and being trained in this all year, they were able to deliver their performances online for marking. • Some students in Dance did require Covid assessments, especially those students who were negatively impacted by long lockdowns. However, due to the ongoing and regular video lessons the teachers were able to put in accurate assessments. • Visual Arts teamed with Hay War Memorial HS to deliver to a class of VA Year 12 students and mentor their new VA teacher to successfully see all students hand in a major work. Weekly video lessons with this group were essential to their success. The HSC results for Visual arts for 2021 were outstanding. The teacher on this course was able to navigate the Covid restrictions, use the available technology of Canvas, MS Teams, video

Student Engagement. Data collected for baseline attendance and engagement as well as achievements through the Merit system. Introduction of new merit scheme processes	lessons to ensure engagement to ensure every student in the course performed well above their trial HSC result, showcasing a further 6-20 marks difference in their HSC examination results. • All teachers in CAPA were delivering around 3-40 online video lessons a week to students a-synchronous or synchronous. Teacher timetables • Faculty goal of implementing teacher timetables of regular booked in times for students increased student and staff expectations, responsibilities, accountability. New units • Refined old units and updated these • New video course to meet students needs and interests • Made use of highly leveraged strategies • More adjusted units Meta analysis • CAPA continued to use and implement evaluations and insights from data sources, such as the RAP data. CAPA achieved it's 5 year plan to increase student achievement into Band 6 for Visual Arts and Dance, showing an increasing of student achievement in the written component of the HSC Examination. This resulted in 1 student gaining 97 in VA and 1 student gaining a band 6 in Dance. **Curriculum** • Student engagement continues to improve with the development of relationship building. Technology and resource barriers also affect student engagement, and these are catered for depending on individual student needs. • Exploration and development of TEAMS /ZOOM to connect with students and ensure regular contact and engagement. Online delivery of program delivery has been implemented to cater for isolated students and WFH restrictions, where applicable • Whole school strategy for both literacy and numeracy helps to engage students in the program and at faculty level. • Support and access provided through the Distance Education Learning Hubs improves access to students who are already regular attendees. Scheduling lessons on a regular basis (day and time) assists with continuity and enhanced attendance, ideal factors for their success in the programs. • Individual tutors assigned to students who are on the RIUR and Quick Smart programs. Home visits have enhanced attendance and active participation in the programs offered. **ELF** • Engagement levels varied within ELF from student to student. • Engagement levels were impacted by: Significant learning needs, Mental health, Lack of parental support, No access to technology, COVID restrictions. • Evidence of engagement across each KLA is demonstrated on Student Record Card and Return Rate data (completed LAs, face to face visits, phone lessons). • Accurate and detailed Record Cards including course communication, course adjustments, and student and teacher feedback is essential to demonstrate this. Strategies used to increase student attendance/engagement are below, these strategies above usually increased student engagement, demonstrated in the increased return rates. • Differentiated learning materials to meet the individual needs of students by making continuous adjustments according to changing student needs and circumstances. • Targeting students' interests was found to be an effective process in engaging students in their learning. • Phones lessons and face to face visits, where one on one support can be given to students build positive student rapport and high expectation relationships. • Detailed positive student feedback - written and verbal, supported and increased student engagement. • Merit awards. • Continual open communication with students, supervisors, hub and project teachers, year advisors and outside agencies. **English** • Info provided on DEMS/record cards (eg: stop light symbols) create quick

| **Student Engagement**. Data collected for baseline attendance and engagement as well as achievements through the Merit system. Introduction of new merit scheme processes | access to engagement rates etc
• Feedback from students is always positive in connection with face-to-face lessons.
HSIE
• Personal contact with students to encourage their participation.
• Consistent communication
• Expectation of consistent application. Early warning of teacher concerns regarding engagement.
• Improvement still needs to be made especially in terms of expectations of engagement through hubs and projects.
• Regular online lessons. Moderate engagement with an increasing online level.
Languages
• COVID impacted quite considerably on student engagement in 2021. Teachers in Languages worked hard to maintain consistency with students via phone and online lessons during lockdown. Year 12 was particularly impacted.
• 209 students enrolled across six languages:
• Year 8 - 25 students, 5 WLs issued, 10 with below 50% return rate at end of 2021.
• Year 9 - 30 students, 9 letters of concern issued, 4 with below 50% return rate at end of 2021.
• Year 10 - 58 students, 5 WLs issued.
• Year 11 - 50 students, 13 WLs issued, 1 with below 50% return rate at end of 2021.
• Year 12 - 46 students, 9 WLs issued, 7 with below 50% return rate at end of 2021.
Mathematics
• The maths faculty placed a great deal of emphasis on student and supervisor contact on 2021. This is a culture change. With contact, anecdotally, there is more engagement. Field visits have been encouraged when possible and teachers have been active in seeing students - especially our senior students.
PDHPE |
| | |

PDHPE

All PDHPE course return rate = 55.93% comparison to all faculty/courses return rates 44.05%

Return Rate	Year 7	Year 8	Year 9	Year 10
0-20	18%	32%	45%	15%
21 - 40	9%	24%	32%	26%
41- 60	18%	12%	15%	8%
61 - 80	27%	12%	8%	40%
81 - 100	27%	20%	15%	19%

Year 11 CAFS = 89.29% Year 12 CAFS = 81.48%

Year 11 PDHPE = 95.38% Year 12 PDHPE = 90.72%

Year 11 Driver Education = 56.43%

Year 12 SLR = 58.33%

The strategies PDHPE employs to encourage engagement is by communicating high expectations, being consistent with messaging, provide learning support via phone lessons, live lessons etc. A learning community is established including the student, supervisors, hub/outreach teachers. Use of warning letters to clearly outline what the student is needing to do and providing a reasonable timeframe. Adjustments of learning materials to meet the student learning needs. Frequent use of return rates to identify the students who may need additional support to become engaged with their learning progressively throughout the year.

Student Engagement. Data collected for baseline attendance and engagement as well as achievements through the Merit system. Introduction of new merit scheme processes	**Primary** High level of attendance and engagement. Live lesson attendance and learning return uploads are monitored weekly in DEMS. Flow chart outlining non-attendance and participation is implemented. Live lessons are interactive and social. Teachers monitor wellbeing of students. Initiatives - challenges, assemblies and mini-schools offered each term. Weekly update emailed to students & supervisors with reminders, as well as term What's On. **Science** • 2021 return rate Year 10: 58% Year 9: 42% • 2017 pre Stile Yr 10: 33% • Implementing synchronous lessons **TAS** • In 2021 TAS recorded a return rate of 75% or greater for 27 students. This was an improvement on 2020 from 14 students. Some of the strategies we have in place to continually improve return rates are' • Teachers are regularly reviewing return rates and contacting students regularly by phone. • We have increased the opportunity for students to attend practical lessons at SCSoDE • Teachers are including HT into reengagement plans • More courses available on CANVAS, which has reduced the dependence on hardcopy option • More emphasis is being placed on developing higher expectation relationships with the students **VET** • We encouraged all teachers to contact students weekly and more via phone and video lessons, include parents/carers and Hub/Project teachers. • We created video lessons and a Canvas course for FSK, • We Completed engagement reviews, attended Last meetings, made regular contact and held online lessons, encouraged completion of work to avoid warning letters • Records of engagement are in Return rates, record cards, etc ***Merit Scheme- Student recognition*** *The following are reports from each area within the school as to how students were recognised and how the merit system was implemented.* ***AAL*** • A&AL merit certificates prepared using local indigenous artist • SCSoDE Yearbook items • Hub and student graduation days for those achieving credential in each setting/centre • Year 12 graduates and a significant family member or friend invited to a graduatrion breakfast with Hub Teacher and SLSO (in place of Covid cancelled 2021 graduation ceremony) • Many students/carers commented that it was the first award received since primary school **CAPA** • Yes - merits, awards, verbal communications • Newsletter publication of high-quality and exemplary work of students who allowed publicity in 2 D format. • Various school Facebook posts of CAPA students work in audio, music, dance, photography, video. **ELF** • Merit awards are an essential component in supporting and recognising students' achievement in ELF. • All ELF teachers send Merit Awards throughout the course of the year to deserving students and are recorded in DEMS.

Student Engagement. Data collected for baseline attendance and engagement as well as achievements through the Merit system. Introduction of new merit scheme processes	• 'Positive Engagement in Learning' and 'Consistent Effort' are the most common awards selected to send to ELF students. • Merit awards have a visible impact on ELF students' engagement levels increasing and supporting ELF students to continue positive engagement. Merit awards will continue to be utilised and promoted within ELF to celebrate student success.

English
• Merits were issued across all stages. Questions have been raised about the effectiveness of the current merit system. Is there something else that could provide more instant results? Phone app to record merit notifications to students/parents etc?
• Well adjusted/engaged students may have reacted more positively to merits being awarded. No real visible impact.
• Awarding merits during Engagement weeks. Cues needed to remember to do it!
HSIE
• Merit awards in HSIE were numerous.
• Engagement reviews focusing also on positive learning habits.
• This created positive relationships with students
Languages
• Students were recognised mostly informally and verbally in lessons. 9 out of 11 teachers gave out merit awards during the year.
• 88 merit awards
• This meant that students knew that they were "seen" and their efforts were recognised and appreciated.

Mathematics
• Explicit effort to remind teachers of merit certificates, there was a increase in merit certificates awarded in 2021.
• Year 7 - 13, Year 8 - 8, Year 9 - 13, Year 10 - 35, Year 11 - 13, Year 12 - 13
• 95 merit awards
• Anecdotally, the students saw the merit awards as a nice surprise, rather than working towards receiving them.
PDHPE
• All teachers do issue awards, however some are much better than others.
• Currently merit awards are left to teacher discretion with 125 merit awards handed out throughout 2021. At each engagement review staff are also asked to acknowledge positive learning behaviours in their students and hand out merit certificates. This appears to be middle of the road in comparison to faculties across the school. Some staff members are more likely to issue merits than some other members. This indicated that consistency and a greater focus within faculty does need to occur.
• In general, the merit awards were being issued because of the students positive learning behaviours. Did the merits sustain engagement perhaps so but difficult to establish concrete data to support this?
Primary
• *Maximum 2 per week, emailed/uploaded to Google Drive then hard copy sent; all to get one a term. Aussie Heroes awarded once a term at Assembly.*
• *Most students like receiving them*
Science
• There is a range of different merits that are awarded - have discussed these with staff
• Some members of staff are utilising the merit system effectively and some need to improve
2021 - 69 merits

TAS
• Students were regularly commended with feedback on coursework and assessment tasks. Students were awarded merit certificates - but there is scope to further develop this
• We need to increase this rate, without devaluing the award itself by using too many
• Anecdotal reports from students and supervisors have shown an

Student Engagement. Data collected for baseline attendance and engagement as well as achievements through the Merit system. Introduction of new merit scheme processes	appreciation of awards being given, however no specific data on how this improved return rates **VET** • Merit awards were sent to deserving students • This usually occurred after engagement reviews and on completion of UOC • students appreciate merit awards in recognition of their efforts
Opportunity. Data collected for baseline number of synchronous lessons opportunities previously offered. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are developed. Development of school procedures and timetable for online synchronous lessons	The following are reports from each area of the school as to how student opportunities were developed, implemented, delivered with a focus on synchronous opportunities. **AAL** • All SCSoDE AAL hubs deliver curriculum in small group face to face settings and all students participate in co-curricular or extra-curricular activities specific to local site eg. Gardening, local area excursion with Traditional Owners, construction projects. • Students and staff identify and negotiate activities in each setting specific to local need, individual student interests and community support/resources available eg. Deckhand Certification course in Tweed Heads and Cultural Burning with National Parks Aboriginal Discovery Ranger in Tingha. • Synchronous lessons occur in every hub setting every day of operation (2-3 days per week of operation across 12 Hub programs) • AAL staff need to better use the technology available to record or stream some of the excellent examples of culturally appropriate TPL taking place so it may be shared as a resource or sample across sites. • 2021 Covid closures and cancellations saw decrease in AAL excursions and VET opportunities. • 12x AAL Hubs operating average of 2.5 days a week across 32 teaching weeks [9 weeks covid-19 lockdown impacted] =960 days. Each centre day consists of access to teacher/SLSO assisted curriculum Learning Activities (general expectation of 2 per student) and an extra or co-curricular activity eg. sport or cooking. • The staff supported completion of LA's significantly increases student engagement and completion rates as very few AAL students complete work independently. • Hub or subject specialist staff were assigned cohorts for remote learning during Covid but student and carer feedback suggests that less than 1 in 5 of our students have reliable or regular access to technology required for synchronous learning **CAPA** DANCE • Dance has almost all or 100% Single Subject enrolments and ALL engage in synchronous and a-synchronous online learning in practical and written components of the course. • Dance leads the way for managing synchronous and online learning with 100% weekly attendance, high attendance at dual mode simultaneous mini schools with online or face to face attendance (up to 25 at a time), and effective implementation and management of student learning or practical and written components of the course. The students respond very positively and rarely miss a lesson! Music • Music has a combination of Full Time and Single Subject students. All were offered an online lesson where their internet and equipment were adequate. IN 2021 Years 11 and 12 Music students were strongly encouraged to complete viva voce assessments in online lessons, composition portfolio updates and assessments in online lessons, individual musical instrument technical fluency and facility progress checks and guidance, and teacher guided aural lessons. • During COVID when students were all working from home, synchronous lessons were possible at a much higher rate, and students enjoyed meeting the other students in the course and having lessons with 2 music teachers to get more specific feedback. This gave lovely facility for students to give feedback to each other, encourage each other and peer mark things such as compositions and performances. These were mostly Stage 6 students. • Stage 4 students, especially when learning an instrument, tended to prefer individual lessons. Stage 4 students requested online lessons usually

Opportunity. Data collected for baseline number of synchronous lessons opportunities previously offered. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are developed. Development of school procedures and timetable for online synchronous lessons	when working with music software such as hook pad and needing guidance on playing an instrument - eg. Ukulele, guitar, keyboard. • IN 2021 - online synchronous lessons were necessary for completion of the HSC in all components of the course - assessments of viva voce, composition portfolios effectively via online methods using Zoom. The process can be refined further with further training of student's preparation of linking documents, files and their set up of their IT and web cameras for practical and showing their compositional and performance techniques and progress. Music has worked with the DE Music Network to continuously solve issues with teaching online and better catering for practical lessons. This has included us developing specialised and appropriately well-equipped spaces with music technology, music software, hardware, IT and the resources needed to connect it all and have it work to reduce audio lag, record from appropriate angles for instrument demonstration, use of MIDI, guitar looping pedals and linking this all through the audio and visual components of the ZOOM capabilities. • Students like the practical lessons and enjoy getting the specific technical advice and having a recording to watch back of the explicit instructions. Visual Arts. Visual Design, Photography, Video • All VA staff offered some video lessons in 2021. Some students took up the offer, others did not. Synchronous lessons were trialled with Year 8 Visual Arts with one teacher load where up to 4 students participated and one in person. Another teacher who had Year 12 VA in 2021, ran regular synchronous lessons for a SS School where we had a cohort. This was well supported. • Often these subjects depend on how the allocation is dispersed, FT and SS students. **ELF** • Synchronous lessons were not implemented in 2021. • Some ELF staff began to implement 1:1 live online lessons via teams to individual students. This was positive and valuable for these students. Next stage the teachers aim to move to synchronous lessons with 2 students. • ELF teachers are working on developing students' knowledge and understanding of live lessons, so they become more open to participating in this. • Access to technology, individual learning needs, and individual adjustments based on ability impacts delivery of synchronous lessons to ELF students. • 1:1 live lessons or small group synchronous lessons are appropriate in ELF due to the complex nature of ELF students, and due to each student's program being tailored and adjusted to suit their individual learning needs and abilities. • ELF Engagement Day at Inverell that included a combination of lessons for students including PDHPE, Science and Visual Arts, and gave students/parents/supervisors the opportunity to meet with various NGO and government agencies. The day was a great success with all parties enjoying a range of activities, making real connections, and increasing student engagement. • Due to COVID lockdowns and restrictions the Coffs and Grafton ELF Engagement Days were unable to be planned and did not take place. • Face to face visits to hubs, projects and students are an essential component to engaging ELF students. In 2021 student visits were undertaken whenever possible. COVID lockdowns and restrictions did have a negative impact on visits during the year. • Student visits/incursions to Ballina campus were successful in engaging a number of ELF students. Student visits to Ballina campus allow students to work face to face with each of their teachers and participate in a range of activities. • Some students were supported in attending Services NSW to complete their Learners Drivers test. This had a positive impact on engagement allowing students to achieve Life Skills outcomes while also gaining their Learners permit. • ELF students are encouraged to participate in Mini schools that occur at the hub they attend where they participate in a range of activities. This participation is credited, positively increasing engagement. **English** • 2021 - initial discussions and planning. Most staff were initiating synchronous lessons by the end of the year. History teachers had

Opportunity. Data collected for baseline number of synchronous lessons opportunities previously offered. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are developed. Development of school procedures and timetable for online synchronous lessons	implemented this type of learning earlier through their programs and they were quite successful with some of their classes. Overall, most teachers included synchronous lessons into their teaching with various levels of success. Students generally responded positively and those who didn't feel comfortable, didn't join the lessons in the first place. Synchronous lessons were discussed at length with most students. Opportunities were provided to all students across most subjects. Over time, students tended to expect synchronous lessons although the attendance rate didn't necessarily increase over time. • Every teacher is now integrating synchronous lessons into their programs with various levels of success. Many students still require one on one support for a variety of reasons. Teachers are incorporating a greater number of recorded sessions into teaching materials including recording synchronous lessons for students to access at their leisure. • Field visits are encouraged and were an important part of both the teaching and wellbeing process in 2021. Covid impacted heavily on the number of visits made available to both students and teachers. They are definitely a substantial part of engaging students. • Mini schools, incursions and excursions were also utilised in 2021 despite the Covid restrictions. For example, History organised an excursion to Coffs Harbour for senior students and an English stage 6 mini school was organised for revision before the Trial exams. Both very successful in engaging students. • Online meetings and master classes have become more accessible because of the limitations placed on schools by Covid restrictions. Eg: the ETA now offers many more online webinars and lectures which mean students can attend without having to go to Sydney. These are being utilised and implemented into courses as they become available. • Staff underwent some basic training and explored a variety of strategies to try and implement synchronous teaching into their programs. Some staff were more tentative than others but became more confident in varying their approach to this method of teaching. • Most teachers were actively engaged in initiating this style of teaching. A small proportion of students were actively engaged and there was limited success across stages. The Stage 6 students were more open to joining classes. Timetabling did not really occur in 2021. Individual teachers organised their own teaching times with varied success. As many students did not initially engage with synchronous lessons, timetables may have been obsolete. **HSIE** • Students were happy to engage in synchronous lessons Year 12 Legal Studies. Introduction of junior synch lessons for Year 9 Geography and is still in it's developing stage • Some early success but need to encourage greater student participation • Covid 19 interrupted/cancelled visits • Casino Project and Ballina Hub geography skills events for Stage 5 students **Languages** • Language students engage in compulsory weekly phone/online speaking lessons. These are individually timetabled with their teachers. We do not participate in the school-wide synchronous learning program as the majority of our students are single subject working on school timetables. • Due to Covid restrictions there were fewer opportunities for face to face contact with students. However where they were carried out they were very successful, and Languages will continue to use these opportunities to engage students. • 2 faculty-wide mini-schools were held, a Year 11 day with targeted year 9 & 10 students and a Year 12 day • Approximately 40 field visits were held during the year **Mathematics** • When possible, teachers had many field visits. Our local projects and hubs were visited weekly and fortnightly. There were 2 visits in 2021 south. The Mathematics department have not had a mini school in the last few years, we have other priorities at the moment. • One staff member started with Year 9 5.2-5.3, recording lessons and uploading videos. • Another also tried with Year 10 5.2-5.3, • We were also delivering synchronous lessons with small groups of

Opportunity. Data collected for baseline number of synchronous lessons opportunities previously offered. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are developed. Development of school procedures and timetable for online synchronous lessons	students, in particular hub/projects. • No data to suggest that student engagement increased, however it did build capacity within the faculty. **PDHPE** • As a faculty we targeted the life ready course and students to implement synchronous lessons. Individual teachers did undertake some synchronous lessons with their students courses as well, however this was not a focus for our faculty during 2021. The Life Ready lesson did prove to be beneficial for the 5 or so students who engaged on a regular basis. This provided opportunities for them to enter into discussion around contemporary issues important to young people. This not only helped with social skills, build communication skills but also provided an opportunity for student to broaden their viewpoints as they were able to hear other people's views. • 2021 was used as a period for the faculty to build their skills in delivery live lessons. We engaged in professional learning which increased our capacity to deliver lessons via teams efficiently and effectively in preparation for 2022. We have built a structure that targets part of the learning intentions of the lesson to be delivered within the live lesson. Each student will have some additional learning to complete outside of live lesson class. These lessons are seen to set up the students to better complete their learning. Feedback from some parents is that they have been supportive of learning for the child and is enabling them to better enjoy the course. • As there wasn't a huge take up in numbers it did show improvement in engagement for the Life Ready Students with each student completing the course over the 25-lesson timetable. • Our mini schools and visits were very minimal in 2021. However, we did conduct a senior study day for all of our senior students. This proved to be very successful as we received very positive feedback. Some of the students who struggled with engaging and contact with their teachers improved in these areas after the day. • Ballina hub students engaged in PDHPE practical lessons each week. This provided a great opportunity for them to complete their PE learning as a class group. Individual students were provided with face-to-face lessons when visiting the school with some teachers having the occasional visit to their single course students. Face to face visits in the beginning of the year were customary for students in the North until Covid restrictions impacted these. We maintained face to face lessons with students at the Casino Learning Hub and project each fortnight. These proved successful in keeping these students engaged. • Professional learning through faculty meetings, Utilising Collegial support of more experienced members of staff. Establishing a faculty timetable and building links for students to have easy access to the lessons via Canvas. Sitting in on one Finnigan's live PDHPE live lesson and holding discussions with the teacher after the class on what works and what doesn't. Canvasing the technology needed to successfully run the lessons. Exploring the pro's and con's of having live lessons for our students, recognising barriers and working towards overcoming these. Changing the way we staff the faculty to have Year group specialist and still try and maintain areas as best as we could. • Difficulty in developing a timetable. Reconstruction of our introductory lesson to be inclusive and supportive of live lessons, exploration of what shape the lessons would take. **Primary** • Weekly group lesson per stage were held ; however individual lessons were required. Lesson plans, Jamboards & PPTs developed by individual teachers. • More group lessons than individual. Lessons are structured with How2Learn theme so relevant for all. Ongoing tech support is needed. • Few face to face lessons because of Covid, but more offered via tech; this was better as all our students could participate. *Science* • 2021 many learning opportunities can be counted as synchronous lessons eg mini schools; phone lessons; face to face lessons etc • Year 10 2020: 275 events 2021: events 339 • Year 9 2020: 130 events 2021: 156 events

Opportunity. Data collected for baseline number of synchronous lessons opportunities previously offered. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are developed. Development of school procedures and timetable for online synchronous lessons	• Staff training/networking/TPL made staff feel really comfortable using Teams • Mini-schools have been limited due to Covid restrictions but would like to increase opportunities in 2022 • Looking to develop VET aquaculture/aquaponics course to increase opportunities to engage in practical based • Established a timetable and attempted to follow - taking time to get all students on the same page (doing same LA's and joining lesson at same time. Need to allow flexibility around the timetable) **TAS** • Mini schools, teams Conference lessons, visits to hubs and schools with multiple students were all undertaken in 2021 • 6 per week in TEAMS or Zoom for Engineering and Graphics were held • Mini schools and workshops were held for Textiles • Students attend our construction room on a regular basis for practical lessons • A lot of phone and video conference lessons are conducted one on one due to having a large proportion of Single subject students - where timetables don't line up • Practicalities of major projects for senior students require mostly one on one attention • Improved HSC results were achieved including the number of band 5 and 6 • We are looking at recording live lessons - so that students can view them again later or if missed • Verbal appreciation for the face to face opportunities for students was received and overall improvement in return rates above 75% are a good indication of success • Alternative practical opportunities eg mobile classroom and workshop trailers are being investigated **VET** • Only senior students in Vet Faculty, some teachers use video lessons very well, positive response from students as easy to share resources etc. Encourage individual lessons before class lessons, depends on single or full-time and time available • Individual teachers doing differently, Success with students who have the technology • Too many opportunities cancelled due to Covid, many students missed opportunities to gain additional credentials • Barista courses in term 4. Practical workshops for Hospitality at SCSoDE and Grafton Headspace • Very successful, needed to gain credentials and assessment of UOC
Wellbeing. Create baseline data from Tell them from me survey.	• TTFM baseline data collected, • only 29 responses from approximately 1000 students • **Advocacy at school**: 84% positive (25 responses) • **Expectations for Success:** 87% positive (23 responses) • **Sense of belonging:** 58 % (24 responses) • Students' sense of belonging is lacking. Some measures to implement improvement are increased visits, hub and outreach investment, and the student leadership team promoted. The data indicates that both advocacy and success expectations are high. The Impact of few survey completions is that a true snap-shot was not possible. Improvement measure would be to increase the number of survey completions for 2022
School excellence framework. Improvement as measured by the external validation process for the Wellbeing element in the Learning Domain. Looking to consistently maintain excelling each year.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Wellbeing.

Strategic Direction 3: High expectations, relationships and partnerships

Purpose

To build and maintain relationships with students, parent/carers and our school community through partnerships and holding high expectations of and for our students that promote learning and achievement of success..

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations for Students
- High Expectations of Students
- High Expectation Relationships
- High Expectations Partnerships
- School Excellence Framework.

Resources allocated to this strategic direction

Socio-economic background: $561,780.38
Location: $5,634.98
School support allocation (principal support): $32,009.87
Professional learning: $75,000.00
Aboriginal background: $80,000.00
Low level adjustment for disability: $30,000.00

Summary of progress

Through the use of these funds, and working around the COVID restrictions and outbreaks, the school has been effective in maintaining relationships with students and their families, building partnerships with community groups and inter-agency groups and developing a high expectation relationship between all where the needs of the student comes first. There is an agreed understanding throughout the staff and shared with the community around High Expectations relationships. The Stronger Smarter Team, Executive team and Staff team have worked in collaboration to develop this understanding and share this with our community. Our ongoing quest to build and maintain partnerships that support the best interest of our students and school is recognised widely and we receive positive feedback on this on a regular basis.

Funds have been utilised within the school to create students and staff friendly spaces for learning and building skills, along with providing funding to run our hubs, provide learning spaces, ensure the welfare and well-being needs of the students, present the school and students with up to date and relevant resourcing and ensure that the students are supported through extra staffing both teaching and support staff. Our school has intentionally created an environment to support our students and their learning styles and needs culturally, spiritually and academically.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Effective use of resources: location of Hubs and effective operation of these hubs to provide maximum benefit to students Development of partnerships in multiple areas with both community groups, community and businesses to start down the pathway of providing opportunities in both training and employment. Development of an induction program for the student leaders team with	Our staff have established hubs within easy to access areas, or found ways to ensure access where a learning space was hard to find. This has meant the use of vehicles to pick up and drop off students, purchase of equipment and resources for hubs and use of staff to ensure access for students. The school spends money as required to be able to access spaces for students across our footprint. These hubs extend from Tingha to Coffs Harbour to Tweed Heads. On top of this partnerships have been created with schools to run projects within there school or community to assist students in need of support for transition back to school for multiple purposes. Partnerships have been developed to support our students in building the

exploration of skills development and networking opportunities. Development of strategies to increase attendance at hubs (including the use of trailers/mobile classrooms to provide practical days in various subjects)	skills needed for work, life and education. These partnerships assist in the creation of opportunities for students. New partnerships have been formed across the year and have resulted in students gaining various qualifications around boating, water safety and working in the boating/fishing industry among other areas. Cultural connections continue to be made to support students in their educational pathways to ensure that students are learning in an environment where their feel safe and supported. Some partnerships include: • UNE - Quicksmart Literacy & Numeracy program including all of their resources, data collection & testing tools, training & ongoing support. The programs are benefiting students with improved outcomes in Literacy & Numeracy, significant for post school options, also as a link for students transitioning to further university studies. • L&ST 's ongoing collaboration with the wider school community, parents, supervisors and students to formulate and implement appropriate support strategies for potential training and employment . • L&ST have liaised with a range of OoHC agencies to support with transition post school. Collaborative planning has also occurred with NDIS providers to support in skill development • Application for LINK funding to support students with a disability to access employment and training opportunities. • Medical reviews/Individual Health Care Plans, Peadiatrician and medical personnel, NDIS support officer, Learning and Support processes, School LaSTs and school transition officers. • AECG and local Land's Council partnerships have allowed for student needs to be met in isolated and high need areas. Culturally safe places are established to all students to get on with the teaching and learning process. • Establishment of partnerships with local businesses to provide supplies and opportunities for students to increase skills for work and general life, as well as well-being and welfare supplies. • TAFE - EVET, TAFE Taster sessions and TAFE Open Days • University Early Entry Schemes (SCU, UNE, Griffith) SCU Scholarships • Learning and Support Team minutes, meeting notes/support files added to DEMS, • Disability Confirmation lists, Subject allocations, Year advisor collaboration and liaising with students, NDIS and post school outcomes The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning the weekly learning and support team meetings that involve all specialised personnel. Link funding received is of significant value that continues to support students with a disability confirmation to access job related training and development and curriculum options. TAFE Tasters, White card, Barista, first aid are accessible as a result of the funding. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs The development of the students leaders induction has not moved forward at this time due to staff secondment, COVID and restrictions. This will be moved back to 2022. However, VET Faculty through the reach of Market Day and other fundraising activities links with the SRC team asking advice and participation in where fundraising dollars are spent. In 2021 a digital voting form was shared with the SRC, and feedback received as to where funds should go. Staff have identified that it is hard to drive this initiative without an allocation. Student feedback indicates that belonging is a very important feature of school life and DE lacks this element. Strategies used for student leadership include: • Connection with the outreach and hubs

Effective use of resources: location of Hubs and effective operation of these hubs to provide maximum benefit to students Development of partnerships in multiple areas with both community groups, community and businesses to start down the pathway of providing opportunities in both training and employment.	• HT Curric to look after in 2022 with the vision to set up processes and seek an allowance to run for 2023. • Self-assessment using Student Wellbeing Framework to be implemented across the school • School cultural events-frequency, participation and learning modifications (i.e. NAIDOCC Week, Harmony Day, Work Environment Day etc)
Development of an induction program for the student leaders team with exploration of skills development and networking opportunities. Development of strategies to increase attendance at hubs (including the use of trailers/mobile classrooms to provide practical days in various subjects)	Our mobile classrooms and trailers have been slowly getting prepared and some have been utilised were able, however, due to Covid this has been very restricted. To date, we have been able to use the Mobile Kitchen, the bike trailers and the boat trailers. We are still to access the other trailers until restrictions allow for this and we are able to take a larger amount of staff on the road. Therefore, this will be held over until 2022. Our virtual hub has been in operation this year and has been a success with several students accessing this. Our goal is to open this up to more students next year to provide this great resource to a wider audience. Teachers in conjunction with Year advisors and Enrollment HT's continually encouraged student attendance at hubs where possible via communication with students and supervisors through phone calls, emails and face to face visits. The use of Aboriginal Background funds and Socio-economic funds have been used to ensure that these spaces, staff and resources are available to all of our students. Staff have utilised a variety of 'studio' and learning spaces and meeting rooms throughout the school. Availability of these spaces meant teachers could better focus on the task at hand without interruption or needing to worry about the (noise, space) impact on other staff. Spaces where used to: • write course materials • hold in person and online meetings • record listening activities • conduct online lessons • run mini schools - The mini school definitely improved student engagement by bringing students and their teachers together across languages in Stage 6 after many months in quarantine. Was a positive moral booster to all students in Year 12. • Studios are used daily for live lessons and recording of video lessons • Teachers have quiet space free from distractions for them and their students, benefiting both staff and students alike. Pathways for improvement include: • Ensure that all hubs have equal access to efficient and reliable internet connections and printing facilities. • Continued professional learning on ICT; • equity of access to internet/technology a big issue exacerbated by COVID-19 and now natural disaster event • Are all hubs equal with what they can supply to students eg technology, do hub teachers have the knowledge and ability to use the technology • Can we utilise the hub here onsite to encourage students to attend through the whole week, not just certain days, and access their teachers - cuts down on travel, able to access all teachers not just one visiting
Provision of quality resources including school grounds, completion of building projects for use by students, staff and community.	Our school ground have been coming together slowly with the upgrades to the Kitchen, completion of the Common area, the storage shed for the vehicles and trailers and the marine shed left to go. These have been on hold until we are able to complete the tender process and have them start. The upgrades to all other buildings, including the toilets have been completed and are now being accessed by students. We have the new

Provision of quality resources including school grounds, completion of building projects for use by students, staff and community.	toilets, the retail center including the "shop" and the business end, new art rooms set up and functional, a technology space (for design and manufacture of garments etc), a dark room (both digital and chemical) and a music recording studio. On top of this, our staff spaces are fully set up and operation with break out rooms to teaching students, developing resources and recording materials. The Impact of Covid has prevented our staff from fully utilising the resourcing provided. Trailers have remained dormant as we have been unable to send out staff and bring people together. The use of the mobile kitchen has been effective in some cases within the school environment as our kitchen is striped and rebuilt, however, the actual taking it out into the community has been severely limited with the current COVID situation. Staff have noticed: • Technological infrastructure particularly around hubs & projects; • WFH capacity/protocols/mobility for staff • Bush tucker gardens around the school • The improvement of spaces and resources help support and increase student engagement as it allows more opportunities for students to participate in a wide variety of activities - e.g. kitchen, gym, maker space. Staff have identified: • the need for more studio spaces around the school. • WFH needs to be more seriously considered as an option to increase flexibility, maintain resilience and consistency in delivery methods considering the wide geographic spread of school facilities, students and staff & staffing variability on top of Covid, flood events and whatever other disturbances that have arisen and continue to impact upon our school community. • Additionally/alternatively a set contingency plan or set of protocols for how we respond to events/disruptions could be developed to gain some certainty in those times. Much like our evacuation /lockdown plans work. • Would be good to have onsite accommodation but need to staff it
All teaching and learning programs show evidence of high expectation relationships and the use of Stronger Smarter strategies embedded into teaching and learning practice.	Our High Expectation Relationship document and agreement is known by all staff and utilised to ensure that our dealing with each other, our students and our partners are high quality, professional and have the best interest of the students at the center of what we do. Stronger Smarter strategies are utilised in the school through our meetings, in working with each other and some programs within the school are showing stronger smarter themes. Professional learning funds have been used to continue to run staff through the stronger smarter training and keep up to date with current teaching practices and trends. There has been a strong push to align Aboriginal perspectives with our programming embedding the Stronger Smarter strategies in the way we conduct ourselves at school, within our programming and lessons and when dealing with each other and the community. Faculties have explored the document as staff groups and discussed what this might look like in faculties in terms of how we are together, how we are with students and how we are individually. There is a general feeling that we are on track with the ethos behind high expectation relationships. In some cases high expectation relationships are implemented in each Learning Activity where the activities are adjusted to suit the individual needs and interests of each student based on their cultural backgrounds, abilities and learning needs. The indicators that High Expectations are being implemented and effective within the school include: • Consistent course communication with students, supervisors and parents. • Engagement reviews matching return rates in faculty • Fewer warning letters

All teaching and learning programs show evidence of high expectation relationships and the use of Stronger Smarter strategies embedded into teaching and learning practice.	• Fewer complaints from supervisors and parents that the student did not know what to do or how to do their work. • Teachers spend less time chasing up students to complete work. • Anecdotal comments from faculty members & mentions in faculty meetings indicate it is in teachers' minds as they approach their educational practice. Discussions during PDP meetings show faculty place importance on high expectation relationships. Although all faculties are aware of the document and it has been widely distributed, some faculty are still to formally implement the document into their faculty plans. Others have it as a regular feature faculty, referring back to the document helps inform practice. It comes into faculty discussion quite regularly.
School Excellence Framework. Having most of our SEF elements in the Sustaining and growing in progress to the Excelling.	We currently have 11 areas in sustaining and growing and 2 in excelling and 1 in delivering. This means we are on our way to achievement of this target.
Purchase of trailers, mobile classrooms and equipment in preparation for travel to and service of students across our footprint.	Trailers are set up and ready to go.

Funding sources	Impact achieved this year
Socio-economic background $832,780.38	Socio-economic background equity loading is used to meet the additional learning needs of students at Southern Cross School of Distance Education who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations for Students • Student engagement • School Excellence Framework. • Opportunities • School Excellence Framework.: wellbeing element **Overview of activities partially or fully funded with this equity loading include:** • Professional development of staff in making adjustments to increase learning opportunities for all students • Employment of additional 0.2 teacher to support students via a virtual hub • Employment of additional SASS staff member to support students and their families who are on the NDIS • Employment of additional teachers to support students to better engage with their learning in small groups located within the close geographical area, providiing safe and engaging learning environments which ensure connectedness for all students and promote social and emotional learning **The allocation of this funding has resulted in:** teachers increasing their capacity to provide reasonable adjustments to meet students at their point of need. 11 isolated students were supported through the virtual learning hub, enabling the building of greater connections and engagement. The NDIS support enabled students and their families to gain the external support and facilitated students, and their parent/carer/supervisors, to be able to better engage with their teachers and learning. Learning hub and outreach teachers enabled connectedness for students, promoted social and emotional learning as well as engagement in learning. **After evaluation, the next steps to support our students with this funding will be:** continue to engage the additional staffing including Virtual Hub, NDIS support and additional teachers within diverse geographical locations to support students engagement.. Data shows that engagement rates for students in this equity cohort is often linked to their previous negative experiences of education and is directly linked to their wellbeing and mental health. Next year, the school will seek to employ a Student Support Officer to focus on supporting student mental health and wellbeing with the aim to improve engagement levels. With the move towards timetabled online live lessons the school's Technical Support Officer role may need to be expanded to ensure remote and face-to-face technical support can be provided and will be explored next year.
Aboriginal background $374,000.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Southern Cross School of Distance Education. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. <style isBold="true">Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</style> High Expectation Relationships Supporting ATSI student attainment High Expectations Partnerships School Excellence Framework.: wellbeing element

Aboriginal background $374,000.00	**Overview of activities partially or fully funded with this equity loading include:** - Development and implementation of Aboriginal & Alternate Learning faculty local cultural camps - Supporting ATSI student attainment and work readiness - Embedding culturally responsive practices that support individual students to achieve **The allocation of this funding has resulted in:** 100% of Aboriginal and alternate learning program students and their families engaged in the PLP process and, more importantly, conversations were authentic, respectful and built greater connections. One cultural camp was able to go ahead this year and was run by Cudjinburra Home. This camp helped develop a deep cultural connection and an improved sense of well being and identity. Due to COVID-19 restrictions and lockdowns additional camps were not able to go ahead. 6 Minjungbal students enrolled in TAFE Maritime Operations Certificate 1, 100% of these students successfully completed the course and achieved the credential. Students developed a sense of empowerment and a possible employment pathway, in addition the course positively reinforced of the value of culture and community. Employment of 11 SLSO staff, many of whom are from the local Aboriginal communities where our A&AL learning hubs are located, supported the development and provision of culturally responsive practices. **After evaluation, the next steps to support our students with this funding will be:** to work with all ATSI students and their families across the school to have < 60% of Aboriginal families engaging in the PLP process. To consult with UNCRAECG and appropriate partners/providers to implement local cultural camps, credentialed learning opportunities and work readiness programs for students enrolled in A&AL. We will continue current school practices that will further improve community engagement and connection as well as acknowledging, embracing and developing a positive sense of Aboriginal and Torres Strait Islander identity in our school.
English language proficiency $2,540.16	English language proficiency equity loading provides support for students at all four phases of English language learning at Southern Cross School of Distance Education. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving Reading and Numeracy outcomes **Overview of activities partially or fully funded with this equity loading include:** • provision of resources to support student engagement in learning **The allocation of this funding has resulted in:** students being resourced with technologies to support their access to effective teaching and learning. **After evaluation, the next steps to support our students with this funding will be:** to explore personalised and targeted professional development to further support teachers ability to meet student need.
Low level adjustment for disability $250,000.00	Low level adjustment for disability equity loading provides support for students at Southern Cross School of Distance Education in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Opportunities • Effective teaching and learning practices • High Expectations Partnerships • Wellbeing

Low level adjustment for disability $250,000.00	**Overview of activities partially or fully funded with this equity loading include:** • Employment of an additional Learning and Support Teachers **The allocation of this funding has resulted in:** The employment of an additional 1.0 permanent L&ST. This enabled the school to achieve a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Professional learning provided by Learning and Support teachers addressed some of the identified student needs-based learning, ensuring teachers built capacity in meeting the learning, literacy and numeracy needs of identified students. **After evaluation, the next steps to support our students with this funding will be:** to further expand the impact of the learning support team, ensuring that follow up and support from teachers is effective for our students. The L&STs will support the implementation of PLPs and ILPs across the whole school. The L&STs will target delivering professional learning to individual faculties to support teachers in differentiating the curriculum and develop adjusted teaching and learning activities.
Location $5,634.98	The location funding allocation is provided to Southern Cross School of Distance Education to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations for Students **Overview of activities partially or fully funded with this operational funding include:** • Additional staffing for learning hubs based remotely from our main school campus to support student through the provision of safe and engaging learning environments. • Resourcing for our learning hubs based remotely from our main school campus to support student engagement in learning. • upgrades to learning spaces on main campus to ensure student access to high quality facilities that support learning. **The allocation of this funding has resulted in:** increased opportunities and support for students who are remote from our main school campus and greater connections with teachers in safe local learning spaces. Increased opportunities and access to high quality teaching and learning spaces on the main school campus in general and specialised teaching areas.. **After evaluation, the next steps to support our students with this funding will be:** maintaining the school focus to support and resource our distance education learners and to overcome the isolation that can be associated with distance learning.
QTSS release $9,542.15	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Southern Cross School of Distance Education. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving Reading and Numeracy outcomes **Overview of activities partially or fully funded with this initiative funding include:** • implementation of Teaching Sprints to strengthen quality teaching practices

QTSS release $9,542.15	• Implementation of How2Learn **The allocation of this funding has resulted in:** Teachers increase in knowledge and use of programs to enhance the teaching and learning progress. **After evaluation, the next steps to support our students with this funding will be:** Maintaining the practices in use throughout the school to ensure best practice for teaching and learning.
COVID ILSP $337,774.34	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of additional 1.2 teachers to implement targeted Literacy program to students across all geographical areas • Employment of additional 1.0 teachers to implement targeted Numeracy program to students across all geographical areas • Employment of additional 0.6 teacher to implement targeted support for HSC minimum standard achievement to students across all geographical areas • Employment of additional 0.4 teacher to coordinate Literacy and Numeracy programs, identify students for targeted support and conduct testing to track student improvement. **The allocation of this funding has resulted in:** 100% of students have met the minimum standards across reading, writing and numeracy in the 2021 Year 12 cohort. In the Literacy tutoring through the Rip it up Reading (RIUR) program, 63% of students increased their Literacy skills from the baseline measure. In the Numeracy tutoring QuickSmart (QS) program, 42% of students increased their Numeracy skills from the baseline measure. This data reflects the impact of COVID-19 lock down and ongoing restrictions , where teachers were unable to be face-to-face with students. **After evaluation, the next steps to support our students with this funding will be:** continued refinement of Literacy and Numeracy programs so that all areas and levels of need are addressed and catered for, adapting the program to suit individual students, addressing barriers of access by experimenting with different delivery methods such as online rather than just relying on face-to-face.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	298	293	284	255
Girls	304	305	236	279

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	4	4
Employment	0	22	30
TAFE entry	0	42	20
University Entry	0	0	0
Other	0	9	5
Unknown	0	23	41

Year 12 students undertaking vocational or trade training

22.86% of Year 12 students at Southern Cross School of Distance Education undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

33.6% of all Year 12 students at Southern Cross School of Distance Education expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	20
Classroom Teacher(s)	95.75
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.17
School Administration and Support Staff	33.32

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	6,914,356
Revenue	19,813,837
Appropriation	19,458,796
Sale of Goods and Services	126,847
Grants and contributions	225,586
Investment income	2,608
Expenses	-21,668,417
Employee related	-19,047,577
Operating expenses	-2,620,840
Surplus / deficit for the year	-1,854,580
Closing Balance	5,059,776

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	1,352,739
Equity - Aboriginal	318,952
Equity - Socio-economic	799,780
Equity - Language	2,540
Equity - Disability	231,467
Base Total	957,638
Base - Per Capita	154,098
Base - Location	5,635
Base - Other	797,905
Other Total	17,358,863
Grand Total	19,669,240

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.

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.
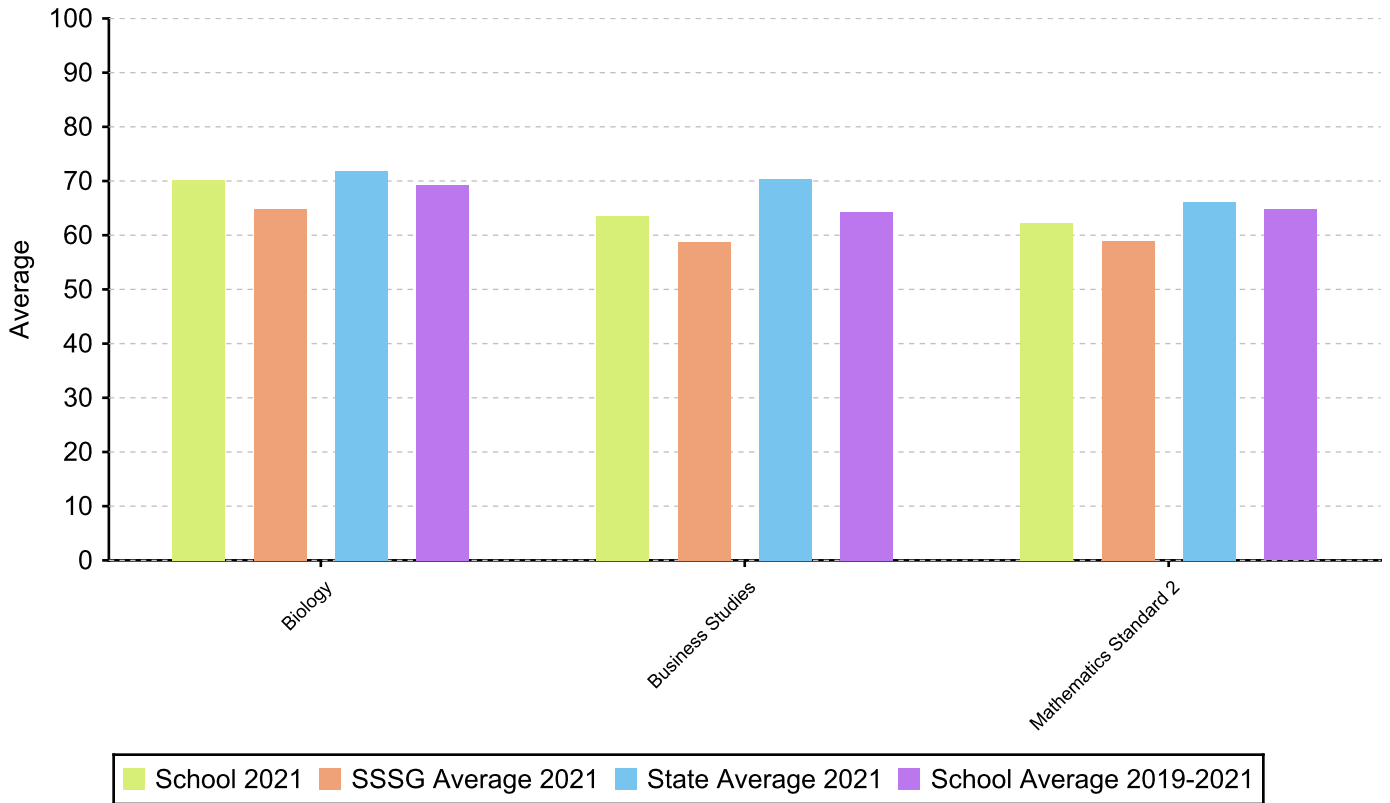
Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	70.2	64.8	71.9	69.3
Business Studies	63.6	58.7	70.4	64.3
Mathematics Standard 2	62.2	58.9	66.1	64.8

Parent/caregiver, student, teacher satisfaction

Teachers report that they appreciate the level of collaboration within the school. They also enjoy sharing new pedagogies with staff from other schools that leads to improvements in student learning. The instructional leaders and executive team facilitate learning conversations, lesson observations and feedback, modelling of specific practice to drive school improvement practices.

According to the Tell Them From Me surveys, there are elements of student satisfaction that are in need of addressing. These include having a positive sense of belonging within the school.

Parental participation in school programs has been greatly impacted by the Covid pandemic, and this is reflected in responses regarding school satisfaction. The community has strongly indicated that it is eager to support and collaborate with the school, and are willing to enhance their involvement wherever possible. This is an area that the school looks forward to improving in 2022.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

Our school actively encourages the engagement of all students and community members in a harmonious and respectful manner. High Expectation relationships are an expectation for our staff and community and provide pathways for all students to achieve their best. Anti- Racism training has been conducted with an anti racism officer available should staff or students require this service.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.