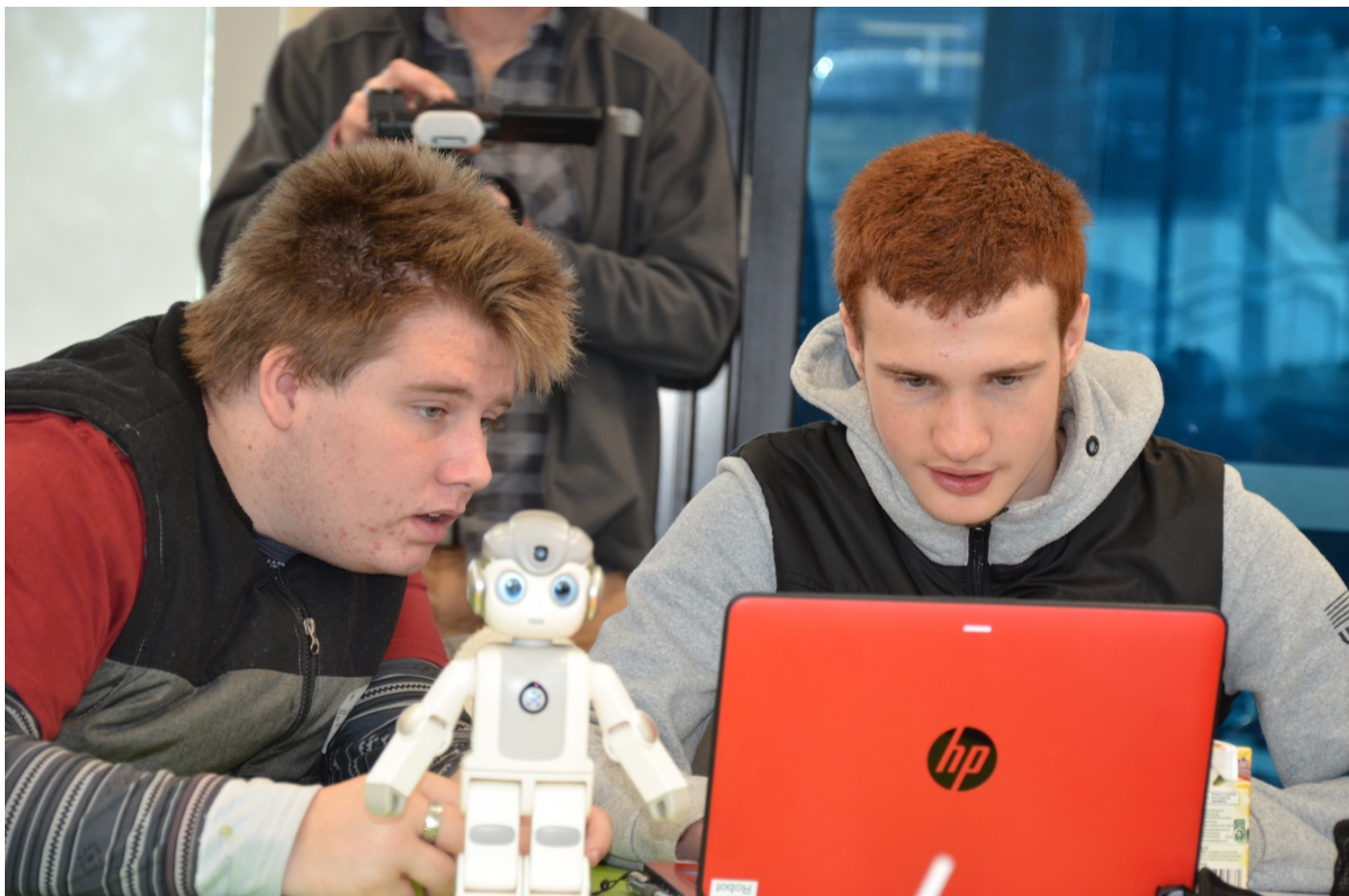


# 2021 Annual Report

## Finigan School of Distance Education



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# Introduction

The Annual Report for 2021 is provided to the community of Finigan 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.

## School contact details

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## School vision

At Finigan School of Distance Education we provide quality, personalised learning experiences for each of our students. We recognise the significance of the relationship between the teacher and the student and actively work to establish and maintain a learning relationship so that every student is engaged, supported and achieving success. Our teachers embody a dynamic culture of collegial, innovative and reflective practice. We actively build strong learning partnerships with local and distance education communities.

## School context

Our school continues the legacy of Walter Finigan, the first Principal of a distance education school in NSW (The Correspondence School). Finigan School of Distance Education is a purpose built K-12 distance education school committed to innovation and ensuring each and every student achieves their personal best.

Based in Queanbeyan, we acknowledge the Ngunnawal and Ngambri peoples who are the traditional custodians of this land on which we teach and learn. We pay our respects to the elders past, present and emerging on all of the lands where our students are learning.

We cater for a diverse student population over a broad geographical area. Student learning is supported through self-paced online lessons, live (web-based) lessons, phone lessons, email discussion, field visits and excursions. The school has a number of dynamic and flexible learning spaces. Teachers may visit students at their home or at one of the 9 learning hubs distributed across south eastern NSW. Learning hubs are run by the school and staffed by qualified teachers.

Our school has state of the art facilities including 20 live lesson studios, 3 video production studios equipped with lightboard, green screen and podcasting technology.

We have a current enrolment of over 800 individual students. Our staff includes over 90 (full-time equivalent) teachers and 17 support staff. The school employs a second Deputy Principal (Wellbeing), a Head Teacher Wellbeing and a Head Teacher Supported Learning from school funds to support the complex and diverse nature of our full-time students.

Our school is committed to determining and delivering best practice in teaching and the delivery of quality learning experiences for all students in the distance education context. Since commencing operation in 2019 over one third of staff have engaged in Quality Teaching Rounds. Our 2021-2024 strategic direction initiatives include a commitment to the implementation of research supported Visible Learning strategies to our unique context.

## 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Improve the learning experience for all students through research informed quality teaching practice and learning experience design.

### 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.

- Quality Teaching & Learning
- Tracking & Sustaining Progress

### Resources allocated to this strategic direction

**Professional learning:** \$80,622.73

**English language proficiency:** \$2,400.00

**School support allocation (principal support):** \$24,606.27

**Per capita:** \$1,400.00

**QTSS release:** \$12,445.10

### Summary of progress

Student engagement measured through completion rates for online courses and live lesson attendance has remained stable. However, the school continues to aim for improvements in both of these areas. The staff have committed to a number of evidence-based strategies to improve student engagement and outcomes including the application of What Works Best (CESE), Visible Learning strategies (John Hattie and Corwin Education), Quality Teaching Rounds (The University of Newcastle) and HSC High Leverage Strategies (NESA). Measuring progress within the distance education context has been a challenge. We have spent much of 2021 working with Corwin Education to evaluate current practice across the school by examining our internal data, conducting observations and interviewing students. All teaching staff have committed to the implementation of quality learning intentions and success criteria across all learning in 2022 as our first steps in developing assessment capable learners.

An intensive HSC analysis process will be conducted at the start of 2022. There has been a significant improvement in the percentage of students achieving results in the top 3 bands. The focus of 2022 will be the implementation of strategies to support students to shift up bands, particularly those achieving close to the band boundaries. 41% of HSC results were in Band 4 in 2021. A particular focus will be to shift students from Band 4 to Band 5. This will involve targeted support and bringing forward examination technique work to before the trial exam period.

Quality Teaching Rounds have gained momentum. Teachers who have engaged with the program have shared their experiences and the value of the process. A number of additional teachers have signed up for 2022 which take participation from 66% in 2021 to close to 78%. All executive will complete a quality teaching round in 2022.

The school has spent most of this year gathering and analysing its own data through the lens of John Hattie's Visible Learning meta-analysis of research. Staff have engaged with the process of evaluating our practice for improvement. The research will inform our application of Visible Learning strategies in 2022 and provide baseline data to track and reflect on our impact.

NAPLAN progress exceeds our targets. However, this data is not valid due to the small numbers of students completing the NAPLAN tests. The Year 9 cohort is the only cohort with sufficient student numbers to provide valid data in 2021. The Year 9 numeracy data is of concern with 21% of students achieving the top 2 bands. Only 1 Year 3 student (total enrolment = 9 students), 2 Year 5 students (total enrolment = 7 students) and 5 Year 7 students (total enrolment = 7 students) completed the NAPLAN tests. 13 Year 9 students (total enrolment = 43 students) completed the NAPLAN test. Finigan SDE has a highly transient student population making it difficult to measure value adding over time. We are hoping to see an increase in the number of students completing the NAPLAN tests in 2022 as we move to the online version. We will conduct a campaign to highlight the importance of NAPLAN to parents and carers. A Literacy and Numeracy SIP Team has been formed as an initiative for 2022. The AP Supported Learning and Head Teacher Mathematics will lead the team. A substantive AP Supported Learning (and Middle School) will be appointed for 2022 to embed the Literacy and Numeracy Progressions into the school's Middle School Program. Best Start will be completed in 2022. A week long Induction Program will commence in 2022 for all new enrolments. This program includes diagnostic testing to inform curriculum pathway placement and literacy and numeracy support.

### 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
<p>Improvement in the percentage of HSC course results in top three bands to 55% or above.</p> <p>At least 45% of teachers have engaged with Quality Teaching Rounds to model and share best practice in online teaching and learning.</p> <p>Increase full-time student live lesson attendance to at least 65%.</p> <p>Increase engagement with eLearning courses (return rates) for all students to at least 55%.</p> <p>At least 75% of teachers believe 'listening to students is more important than talking to them' (Mindframes Survey)</p>	<p>68% of HSC results were in the top 3 bands. This is above the 2023 upper bound target of 67.6% of results in the top 3 bands. It is a 12% improvement since the school's first year, 2019.</p> <p>26% of HSC results were in the top 2 bands. This supports the school's trajectory toward the 2023 lower bound target of 28.4%.</p> <p>The HSC results above are not accurately reflected in the school's published NESA or SCOUT data as non-government single course results are associated with the home school.</p> <p>66% of teachers have voluntarily engaged with Quality Teaching Rounds to model and share best practice in online teaching and learning indicating achievement of the 2022 annual progress measure.</p> <p>Full-time student live lesson attendance was below this year's target at 61%.</p> <p>Student engagement (return rates) for eLearning courses was slightly below the year's target at 54%.</p> <p>75% of teachers believe 'listening to students is more important than talking to them' (Mindframes Survey) indicating achievement of the annual progress measure.</p>
<p>At least 25% of students are achieving NAPLAN top 2 bands in Numeracy.</p> <p>At least 28% of students are achieving NAPLAN top 2 bands in Reading.</p> <p>At least 65% of primary students are achieving NAPLAN top 2 bands in Numeracy.</p> <p>At least 50% of primary students are achieving NAPLAN top 2 bands in Reading.</p>	<p>50% of students are achieving the top two skill bands (NAPLAN) in Numeracy.</p> <p>50% of students are achieving the top two skill bands (NAPLAN) in Reading.</p> <p>75% of primary students are achieving NAPLAN top 2 bands in Numeracy.</p> <p>75% of primary students are achieving NAPLAN top 2 bands in Reading.</p>



## Strategic Direction 2: Supporting Every Learner

### Purpose

Embed and communicate a culture of high expectations with tailored and tracked support for every student using thorough wellbeing processes and strong partnerships with supervisors and external agencies.

### 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.

- Learning Partnerships
- Tailored Support for Learning

### Resources allocated to this strategic direction

**Aboriginal background:** \$16,015.69

**Socio-economic background:** \$76,990.22

**Low level adjustment for disability:** \$106,807.25

### Summary of progress

2021 was the first full year since establishing our Student Wellbeing Team. We only ran one Mini School prior to COVID restrictions. Weekly wellbeing meetings were held for year groups. The Year 10 wellbeing meeting included a careers element every fortnight. Our Student Leadership Team grew in numbers and capacity. We launched a new merit program for our students. The development of a sense of belonging and positive relationships present their own challenges in the distance education context. However, we have seen an improvement in both of these areas through our live lesson work. The majority of our students value the opportunity to learn.

After a year of engaging with research, sharing practice, collaborating with other distance education schools and conducting our own internal research the school is ready to commence the implementation of Visible Learning strategies in 2022. The focuses for 2022 will be the implementation of quality learning intentions and success criteria for all learning experiences and quality, actionable feedback. Staff will be focusing on teaching students the skills and strategies for learning.

Over 90% of staff completed the department's 4 modules of professional learning on Trauma Informed Practice.

In 2022 we will have 4 Aboriginal students completing Year 12. Each student will have an allocated mentor to support them to achieve their learning goals.

Our Middle School and Supported Learning programs have provided opportunities for every student to achieve. The Middle School program supports Year 7-10 students performing below stage level. The students have 2 teachers across 6 courses with a cross-KLA approach. Targeted literacy and numeracy support is provided to each student with the goal to build their skills to transition to mainstream. Movement of students between Middle School and mainstream is managed by the Learning and Support Team which meets each week. In 2022 we will be implementing a week-long student induction for all new enrolments prior to commencing curriculum. This program will support students with the skills needed to be a successful distance education student with eLearning and live lesson training. Diagnostic testing will also be conducted during the induction week to ensure students are appropriately placed and targeted support provided where required. Middle School and Supported Learning will be combined and led by a Primary AP to support the effective mapping and implementation of the Learning Progressions.

Individualised Education Support Plans and Personalised Learning Pathway documents will be fully integrated into the school's student management system for 2022. This will ensure the documents are referred to by all staff when designing learning experiences for individual 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 TTFM data improves from	Student TTFM data indicated that 48% of students have a positive sense of

<p>baseline 38% (2021) to be above 45% in the area of students with a positive sense of belonging.</p> <p>Student TTFM data improves from baseline 34% (2021) to be above 50% in the area of students with positive relationships.</p> <p>Increase the proportion of Aboriginal students attaining Year 12 while supporting their cultural identity.</p> <p>At least 75% of teachers 'spend time teaching all students the strategies of learning' (Mindframes Survey).</p>	<p>belonging which is above the 2021 target.</p> <p>Student TTFM data indicated that 41% of students have positive relationships. This is an improvement from the baseline but below the 2021 target.</p> <p>There were no Aboriginal students enrolled in Year 12 in 2021.</p> <p>47% of teachers 'spend time teaching all students the strategies of learning' (Mindframes Survey).</p>
<p>Student TTFM data improves from baseline 59% to be above 65% in the area of students that value schooling outcomes.</p> <p>70% of staff understand how to access and apply strategies from each student's IESP to support their learning.</p> <p>All Middle School students successfully attain a RoSA and/or transition to mainstream.</p> <p>All Supported Learning students successfully attain a RoSA.</p>	<p>Student TTFM data indicated that 76% of students value schooling outcomes. This exceeds our 2021 target by 11% and is 4% above the NSW Govt Norm.</p> <p>70% of staff understand how to access and apply strategies from each student's IESP to support their learning.</p> <p>90% of Middle School students successfully attained a RoSA and/or transitioned to mainstream.</p> <p>100% of Supported Learning students successfully attained a RoSA.</p>



## Strategic Direction 3: Leading Learning

### Purpose

To involve all staff in the improvement journey through research and pilot projects and disseminate our findings to the broader education community including NSW Public Education and the NSW and Australasian distance education schools.

### 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.

- Collective Improvement
- Learning Leadership

### Resources allocated to this strategic direction

**Professional learning:** \$46,202.82

### Summary of progress

All staff have a Performance and Development Plan (PDP) which includes a common whole school goal for 2022, 'I will develop my capacity to design and implement quality learning intentions and success criteria so that my students understand their progress in every lesson, and I understand my impact on each student's learning. (Teaching Standards 1, 2, 3, 4, 5)'. All PDP goals are written as SMART goals. Each faculty also has a common goal connected to the school's strategic directions. Staff goals have been mapped to determine the whole school professional learning needs for 2022.

Our capacity to collaborate and share practice was impeded by COVID-19. However, weekly excerpts of live lesson recordings were shared with all staff through the digital staff newsletter. The executive team spent this year gathering data about our practice and the student experience. This included staff and student surveys, as well as 'walkthroughs' where 10 minutes of a lesson recording is observed and practice quantified. Over 97% of staff voluntarily submitted lessons for walkthrough observations. These initiatives demonstrate the commitment of staff to the development of a culture of collaborative practice and improvement.

In 2022 faculty head teachers will each have a 0.2 2IC to allow them to develop their whole school instructional leadership skills. Each executive team member is a member of one or more Strategic Improvement Plan (SIP) teams to implement initiatives to drive school improvement. The SIP teams will focus on quality teaching, Aboriginal student outcomes, literacy and numeracy, quality assessment, data analytics, professional learning, quality learning design, student induction and learning and support. All executive have a PDP goal linked to their SIP teams.

Our school is seen as a leader in distance education practice. Key staff members have been asked to support other NSW distance education schools with the implementation of live lessons. We are currently collaborating with Open Access College, Adelaide to identify best practice in our context. Staff have been invited to present at next year's Quality Teaching in Practice Conference. We will also be presenting our current research work at the AADES (Australasian Association of Distance Education Schools) Conference.

### 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
Every teacher has a meaningful PDP which is directly integrated with their self-evaluation and focused on growth and progression.	Every teacher has a meaningful PDP which is directly integrated with their self-evaluation and focused on growth and progression.
Teacher TTFM data improves from baseline 71% to be above 75% in the area of collaboration.	Teacher TTFM data remained at the baseline of 71% in the area of collaboration.
	Teacher TTFM data was at 77% in the area of learning culture, below the target of 80%.

<p>Teacher TTFM data improves from baseline 78% to be above 80% in the area of learning culture.</p> <p>Teacher TTFM data increased from baseline 75% to be above 78% in the area of data informs practice.</p> <p>At least 75% of teachers believe 'all of my students know what they are learning and why they are learning it' (Mindframes Survey).</p>	<p>Teacher TTFM data remained at the baseline of 75% in the area of data informs practice.</p> <p>50% of teachers believe 'all of my students know what they are learning and why they are learning it' (Mindframes Survey) which is well below the annual target.</p>
<p>Teacher TTFM data improves from baseline 66% to be above 70% in the area of leadership.</p> <p>Teacher TTFM data improves from baseline 65% agree or strongly agree to be above 70% in the area of school leaders leading improvement and change.</p>	<p>Teacher TTFM data remained near the baseline at 65% in the area of leadership.</p> <p>Teacher TTFM data improved to above the target at 72% in the area of school leaders leading improvement and change.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$76,990.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Finigan School of Distance Education who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> <li>• Tailored Support for Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employed a Head Teacher Student Wellbeing (above entitlement).</li> <li>• Resources and equipment for 9 learning hubs across southern NSW to provide small group support.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In 2021 we strengthened our student wellbeing program. We improved student voice through our student leadership team. Weekly Learning and Support Team meetings are held to case manage learning and wellbeing needs. A student Engagement Team was established to identify and support students with low levels of engagement. A student merit system was established. Only one mini-school was conducted due to COVID-19.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 we will introduce a Student Induction program. New enrolments in Years 7-10 will complete an induction course prior to commencing curriculum. The aim is to improve the transition of students into distance education, set expectations and provide the tools and strategies required to be a successful distance education learner. A mini school will be held each term in 2022.</p>
<p>Aboriginal background</p> <p>\$16,015.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Finigan 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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaged an Aboriginal Education Worker (AEW) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. A PLP has been created and regularly updated for each Aboriginal student. Field visits are conducted to support student connection and engagement.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal students and their families actively and directly engage with our Aboriginal Education Worker (AEW). Our AEW works directly with our learning hub teachers and curriculum teachers to provide advice and support. It has been important to provide additional funding for the AEW to be employed full-time so that they are always accessible to students and families. A number of teacher resources have also been purchased. All staff have completed Turning Policy into Action, Acknowledgement of Country and Aboriginal History and Perspectives. All school meetings commence with an Acknowledgement of Country. NAIDOC polo shirts were provided to each Aboriginal student. The school created a NAIDOC website for all</p>

<p>Aboriginal background</p> <p>\$16,015.69</p>	<p>students and presented NAIDOC Week Awards to Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2022 we will have a Strategic Improvement Plan Team dedicated to tracking and supporting our Aboriginal students including teacher mentors for all Stage 6 Aboriginal students. We will be working to improve our pathways to further learning or work. We will also establish an Aboriginal Education Committee to coordinate our engagement with NAIDOC Week, Reconciliation Day and any other events of significance. The AEW will be involved in the school's new student induction process to be implemented in 2022.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Finigan School of Distance Education.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tracking &amp; Sustaining Progress</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• This funding was used toward the funding of a full-time Learning and Support Teacher (LaST). The school receives funding for a 0.5 LaST.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The funding of the LaST position has facilitated consistent support for all faculties with the implementation of appropriate learning adjustments to meet individual student needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The full-time LaST position will continue to be funded in 2022. They will provide staff professional learning on learning adjustments and assist with strengthening the consistency of processes between the primary and secondary parts of the school.</p>
<p>Low level adjustment for disability</p> <p>\$106,807.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Finigan School of Distance Education in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> <li>• Tailored Support for Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Individual Education Support Plans were developed for 156 NCCD identified students (7 supplementary, 33 substantial, 116 extensive).</li> <li>• Life Skills curriculum development. eLearning courses were developed for the 7-10 Life Skills curriculum.</li> <li>• Trauma Informed Practice training. All staff completed 6 hours of training.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All Individualised Educational Support Plans have been digitised and are visible to teachers in the student management system. Teachers are alerted to individual student learning needs. The LaST provides staff with advice and training to meet individual learning needs. Life Skills eLearning has been developed but it is too early to be able to evaluate impact on engagement and student outcomes. 100% of Year 10 students attained a RoSA in 2021.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Low level adjustment for disability</p> <p>\$106,807.25</p>	<p><b>funding will be:</b> Processes for the regular review and updating of IESPs will be introduced in 2022. The school will fund an extra LaST to provide advice, support and training for staff. Further trauma informed practice training will be provided to embed practice across the school.</p>
<p>Professional learning</p> <p>\$126,825.55</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Finigan School of Distance Education.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching &amp; Learning</li> <li>• Collective Improvement</li> <li>• Learning Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Rounds. This is a voluntarily program where staff work in a PLC (professional learning community) to observe and discuss each other's lessons using the Quality Teaching Model (developed by the University of Newcastle's Quality Teaching Academy).</li> <li>• Visible Learning Strategies. The school has committed to a 3 year partnership with Corwin Education to identify and implement whole school, high leverage strategies specific to the needs of our distance education context.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> By the end of 2021, 66% of staff had engaged in one or more Quality Teaching Round. This program has strengthened collegiality and the school's culture of evaluative practice. The high level of uptake in the voluntary program indicates the commitment of staff to improving the learning experiences of our students. Throughout 2021, the school's engagement with Corwin Education involved an extensive evaluation of the student experience and their capacity as assessment capable learners. It was found that students were heavily reliant on their teachers for support. Students were not able to clearly articulate what they were learning, how they were going or what their next steps should be with their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 further work will be done to encourage participation in Quality Teaching Rounds including the sharing of positive experiences. The school will embark on an extensive whole school professional learning program to boost collective teacher efficacy and to develop our students as assessment capable learners. Our PL focus for semester 1 of 2022 will be on the use of quality learning intentions and success criteria in all live lessons and in eLearning. Consistent application across the school will set expectations and build student awareness and ownership of the learning process. The second semester will focus on effective feedback. Distance education teachers spend a significant amount of time providing feedback to students on their weekly learning tasks. The focus will be to ensure feedback is of high quality, meaningful and actionable (for growth).</p>
<p>School support allocation (principal support)</p> <p>\$24,606.27</p>	<p>School support allocation funding is provided to support the principal at Finigan School of Distance Education with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tracking &amp; Sustaining Progress</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• These funds were used to supplement the employment of a business</li> </ul>

<p>School support allocation (principal support)</p> <p>\$24,606.27</p>	<p>manager from July 2021.</p> <p><b>The allocation of this funding has resulted in:</b> The engagement of a full-time business manager has reduced the workload of the principal so that he can focus on the development of a large and complex staff and the learning culture of the school. The business manager has also allowed the SAM to focus on the management of a large team (17 SAS staff).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The role will be extended through to at least the end of 2022. The role ensures the efficient allocation of resources to maximise impact on student learning.</p>
<p>QTSS release</p> <p>\$12,445.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Finigan School of Distance Education.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tracking &amp; Sustaining Progress</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Maths Pathways. Release time was provided to support Primary staff with the implementation of Maths Pathways. The Maths Pathways online program uses diagnostic testing and artificial intelligence to tailor online learning experiences specific to the needs of each student.</li> <li>• Accelerated Reading Program. This program was implemented across Years 2 - 6 for all independent readers. Students completed an assessment upon enrolment, and at the beginning of each term, to determine their reading age.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Maths Pathways has been successful due to its diagnostic assessment capability and capacity to set appropriate targeted activities to progress student learning. The Accelerated Reading program was limited to measuring literal reading comprehension. However, students did not engage well with the program as they preferred to be able to select their own texts according to their reading level and needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The Maths Pathways program will continue in 2022. The Accelerated Reading program will not continue. Instead, reading literacy tasks will be designed and embedded within each week's eLearning work to allow students to respond to their individualised reading program and to allow the teacher to identify and select and develop appropriate activities to meet individual reading literacy needs.</p>
<p>COVID ILSP</p> <p>\$174,091.39</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding of LaST to individualise and adjust educational materials to support student improvement in literacy and numeracy of targeted students.</li> <li>• Provided targeted, explicit support in literacy/numeracy for students at Learning Hubs, funding an extra hub day.</li> </ul>

<p>COVID ILSP</p> <p>\$174,091.39</p>	<p><b>The allocation of this funding has resulted in:</b>  Five students in Middle School were awarded a Year 10 ROSA and four students a Life Skills Year 10 ROSA.  Improved connection for students with their Learning Hubs leading to improved attendance and submission of school work.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  LaST working with staff to design activities that improve literacy/numeracy outcomes of students.  LaST targeting students based on information from assessments and IESP's and tailoring individual learning activities designed to improve literacy/numeracy.  The continuation of the learning hubs being open an extra day a week to support students with their literacy/numeracy across all subjects.</p>
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## Student information

### Student enrolment profile

Students	Enrolments		
	2019	2020	2021
Boys	164	141	114
Girls	193	155	144

### 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	0	11
Employment	2	5	11
TAFE entry	2	6	11
University Entry	0	0	36
Other	15	6	17
Unknown	5	20	14

### **Year 12 students undertaking vocational or trade training**

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0% of Year 12 students at Finigan School of Distance Education undertook vocational education and training in 2021.

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

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25.9% of all Year 12 students at Finigan 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)	2
Head Teacher(s)	13
Classroom Teacher(s)	76.08
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.08
School Counsellor	2
School Administration and Support Staff	17.97

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,176,052
<b>Revenue</b>	15,767,779
Appropriation	15,337,121
Sale of Goods and Services	187,169
Grants and contributions	236,515
Investment income	573
Other revenue	6,400
<b>Expenses</b>	-14,134,840
Employee related	-13,034,663
Operating expenses	-1,100,177
<b>Surplus / deficit for the year</b>	1,632,938
<b>Closing Balance</b>	4,808,991

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The school was allocated an incorrect staffing entitlement of \$1,217,990 in 2021. We reported this and ensured the funds were not spent. The funds were returned to the department on 1 January 2022 as part of the carry forward process.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	202,213
Equity - Aboriginal	16,016
Equity - Socio-economic	76,990
Equity - Language	2,400
Equity - Disability	106,807
<b>Base Total</b>	856,529
Base - Per Capita	123,086
Base - Location	0
Base - Other	733,443
<b>Other Total</b>	13,042,858
<b>Grand Total</b>	14,101,600

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

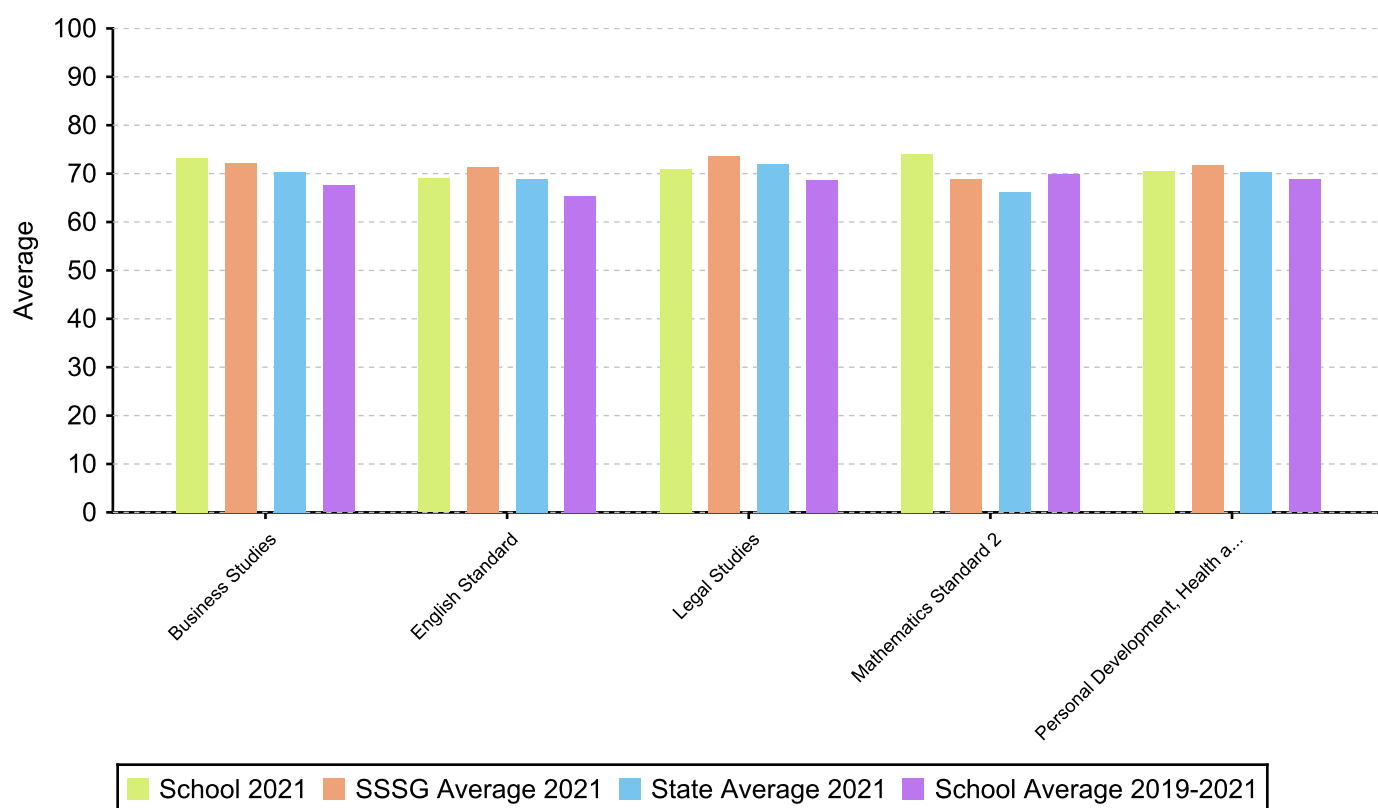
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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
Business Studies	73.3	72.2	70.4	67.6
English Standard	69.0	71.3	68.8	65.4
Legal Studies	71.0	73.6	72.0	68.7
Mathematics Standard 2	74.0	69.0	66.1	69.8
Personal Development, Health and Physical Education	70.6	71.7	70.3	68.8



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and staff. This year our school sought the opinions of students and parents regarding the quality of lessons, feedback and student engagement. The opinions of all stakeholders are outlined below.

### Students

#### Student responses included

- 48% (^10%) of students feel accepted and valued by their peers and others at our school.
- 41% (^7%) of students have friends at school they can trust and who encourage them to make positive choices.
- 76% (^17%) of students believe schooling is useful in their everyday life and will have a strong bearing on their future.
- 66% (^14%) of students are intellectually engaged and find learning interesting, enjoyable and relevant (State norm 46%).
- 76% (^31%) of students try hard to succeed in their learning.
- 77% (^5%) of students feel classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them (State norm 64%).
- 68% (no change) of students feel they have someone at school who consistently provides encouragement and that they can turn to for advice (State norm 60%).
- 73% (^1%) of students feel teachers are responsive to their needs and encourage independence with a democratic approach (State norm 57%).
- 82% (^6%) of students feel staff emphasise academic skills and hold high expectations for all students to succeed.

There has been a shift in the learning culture of the school. Students value the learning being provided by the school.

### Parents

In 2021 only 5 parents responded to the survey. This was despite direct communication. We will implement strategies in 2022 to emphasise the importance of the survey to parents.

The school's achievements and successes in relation to the Strategic Improvement Plan are continually reported to parents and the school community through a weekly digital newsletter (Connect), the school website and the school's social media channels, Facebook and Instagram.

#### Teacher responses included

- 91% (-4%) of teachers feel that the school is well maintained.
- 48% (-23%) of teachers feel that students focus on their learning.
- 78% (-15%) of teachers support effective teaching practices.
- 37% (-26%) of teachers feel that the school gives students a sense of belonging.
- 77% (^12%) of teachers feel that school leaders are leading improvement and change
- 83% (^14%) of teachers believe that school leaders clearly communicate their strategic vision and values for the school.
- 91% (-1%) of teachers feel that they were prepared for the experience of working from home (COVID-19).
- 85% (-7%) of teachers feel that while working from home they were supported by the school.
- 78% (^5%) of teachers feel that they were connected to school while working from home.
- 78% (-5%) of teachers feel that they set high expectations for student learning.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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.

## Multicultural Education Policy

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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.