

# 2021 Annual Report

## Inverell High School



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# Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Inverell High School has a strong, eighty four year tradition of inspiring students to achieve their personal best, by following our school motto, 'Contendo Procedere' - Strive to Achieve. This, coupled with our school mission statement, 'Proud to provide excellent standards in a caring and stimulating environment', supports Inverell High School's vision for the future in educating the young people of our community.

The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning with parents, school leaders and teachers working together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

## School context

Inverell High School is situated in northern New South Wales. It is one of two public high schools in the township of Inverell and the Sapphire Community of Schools. Student population includes 24.4% Aboriginal and Torres Strait Islanders, a support unit including classes for mild, moderate and severe intellectual disabilities, as well as a three multi-categorical classes. A strong culture of inclusion and achievement is supported by extensive wellbeing initiatives. The school ensures students have a balanced, well-rounded education with access to a diverse range of academic, sporting and cultural opportunities. There is a strong tradition of student and parent participation, and the school maintains productive links with local businesses and organisations.

A comprehensive situational analysis was conducted which led to the development of the 2021-2024 Strategic Improvement Plan, a process which involved genuine consultation with students, staff, parents and the local Aboriginal Educational Consultative Group. Through the situational analysis, we determined areas of need to support a range of initiatives. As a school community we also identified the need for greater teacher collaboration and development of a professional learning community. Visible Learning was a focus of the 2018-2020 school plan but it was not deeply embedded in practice. Through the Sapphire Community of School's Learning Alliance and through the lens of What Works Best 2020, all staff developed a practical understanding of how to improve teaching practice by working collaboratively within and across faculties.

The school is committed to continually improving effective classroom practices with the building of a professional learning community. Professional development was a strong focus in the feedback from staff in relation to learning about, and identifying a professional learning community as a way to build consistent expectations and practice about the way the whole team and smaller teams within it operate. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning.

It was also determined that a whole school approach, inclusive of members of the broader community, is required to achieve improvement in student achievement. These approaches will include;

- \* The evaluation, development and application of strong school pedagogical practices that are informed by research such as Visible Learning, What Works Best 2020 and High Impact Professional Learning.
- \* Develop deep staff understanding and effective implementation of programs related to High Potential and Gifted Education policy.
- \* The development of staff evaluative practices, data use and skills and embedding the use of formative data collection and feedback.
- \* The development of comprehensive staff induction processes for both teaching and executive staff.
- \* Developing and embedding whole school and community practices to improve student attendance.
- \* Developing and embedding evidence based modification to whole school practices resulting in improvements in wellbeing and engagement to support learning.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Working towards Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

### 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.

- Reading and Numeracy
- Higher School Certificate
- Writing

### Resources allocated to this strategic direction

**English language proficiency:** \$3,283.99

**Socio-economic background:** \$185,600.00

**Integration funding support:** \$137,000.00

**Low level adjustment for disability:** \$56,950.00

### Summary of progress

After our situational analysis and creation of the School Improvement Plan (SIP), the school underwent an external validation in Term 2, that supported and verified the areas for improvement within the school. SIP specific teams were established to analyse data, identify the areas for improvement and design a process for ongoing data collection and evaluation. Staff engaged in professional learning throughout Term 1 on the QDAI cycle to direct their inquiry by having a narrow but deep focus to make the most significant change in teaching and learning processes.

Staff underwent Scout and data training to review and identify a focus area in relation to reading and numeracy for improvement in 2021. Mid Term 2 all teachers were supported by professional learning to create effective meeting protocols and develop effective cultures of collaboration.

The work of the SIP Data team in sharing the data analysis, created a deep understanding and commitment by staff of what we needed to do as a school to improve.

A review of our data collection and analysis procedures helped to plan for strengthening evaluative practice. Continued evaluations and professional learning in the collection, monitoring and analysis of student data will enable class teachers to quickly respond to the changing needs of students. Ongoing support for staff through this process was given by the SIP team.

Progress towards 2021 annual progress measures captured by internal data and system check-in data support evidence of slight progress and showed gaps in data relating to the quality of implementation of evidence-based practices. Further work to identify implementation fidelity will support further improvement in teaching 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
Improvement in the percentage of students achieving in the top 2 bands in NAPLAN reading to be at or above the system negotiated baseline target of 14%.	• NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for NAPLAN reading from 7.59% to 15.38%.
Improvement in the percentage of students achieving in the top 2 bands in NAPLAN numeracy to be at or above	• NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for NAPLAN numeracy from 11.82% to 7.04%.

the system negotiated baseline target of 8.6%	
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above the schools system negotiated baseline targets of 46.5%.	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in NAPLAN reading decreased to 40.98% indicating progress yet to be seen toward the lower bound target.</li> </ul>
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the schools system negotiated baseline targets of 59.8%.	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in NAPLAN numeracy decreased to 33.33% indicating progress yet to be seen toward the lower bound target.</li> </ul>
Improvement in the percentage of students achieving in the top 2 HSC bands to be between the school's baseline and lower bound system-negotiated targets of 22.9% and 27.1%.	<ul style="list-style-type: none"> <li>• 27.9% of students achieved results in the top 2 HSC bands demonstrating that the lower bound target has been exceeded.</li> </ul>
Improvement in the percentage of students achieving in the top 3 HSC bands to be between the school's baseline and lower bound system-negotiated targets of 57.3% and 60.7%.	<ul style="list-style-type: none"> <li>• 51.8% of students achieved results in the top 3 HSC bands indicating progress is yet to be seen towards meeting the lower bound target of 60.7%.</li> </ul>
Working towards proportionally contributing to the Namoi Principal Network target for Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.	<ul style="list-style-type: none"> <li>• The number of Aboriginal students contributing to the Namoi Principal Network target is currently 9; a decrease of 1 student from the projected Year 9 student numbers.</li> </ul>

## Strategic Direction 2: School culture in a professional learning community

### Purpose

Through the development of a professional learning community we will ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning to collaboratively build high expectations and explicit teaching practice.

### 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.

- Building a professional learning community
- Teaching and Learning Framework
- Assessment to confirm students' learning

### Resources allocated to this strategic direction

**Professional learning:** \$64,422.50

**Low level adjustment for disability:** \$246,559.60

### Summary of progress

The situational analysis undertaken in 2020, and the external validation process, identified the need for a professional learning community within the school. Members of professional communities habitually review their practice, individually and collectively, in light of their professional values and standards for best practice. Research indicates by building strong professional communities, school leaders improve the quality of teaching and student outcomes. In Terms 2, 3 and 4 a focus on the domain of Professional Culture was developed by building mutual trust and respect with a collective responsibility. The development of SIP Teams provided the foundations for teaching staff to create norms and values for ways of working, developed an understanding of collective responsibility, collaborative work, reflective dialogue and a deprivatisation of practice.

In 2022 the domain of Leadership will be explored further to establish a shared vision for the school as a professional learning community with the development of a strategic plan for managing its implementation. This plan will be flexible and consistent with the school improvement plan facilitating a working environment that enables teachers to collaborate and teach by fostering the acquisition of and use of evidence based practices.

In Term 3 staff examined the current assessment procedures for Stage 4 and Stage 5 subjects. Professional learning on formative and summative assessment was undertaken to provide an opportunity for review of current assessment practices in all key learning areas. This will be a continued focus in 2022.

### 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
<ul style="list-style-type: none"><li>• <b>Learning:</b> Learning Culture, Curriculum and Assessment themes moving to Delivering.</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence framework shows Learning Culture themes of High Expectation and Attendance to be working towards delivery.</li><li>• Self-assessment against the School Excellence framework shows Well-being theme of behaviour to be working towards delivery.</li><li>• Self-assessment against the School Excellence framework shows Curriculum to be delivering.</li></ul>
<ul style="list-style-type: none"><li>• <b>Teaching:</b> Effective Classroom Practice and Learning and Development themes moving to Delivering</li><li>• <b>Leading:</b> Educational Leadership themes moving to Delivering.</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence framework shows Data Skills in use theme to be working towards delivery.</li><li>• Self-assessment against the School Excellence framework shows Performance Management and Community Engagement themes to be working towards delivery.</li></ul>

## Strategic Direction 3: Strong and sustainable systems and practices

### Purpose

The development of transparent, highly effective and sustainable school systems, practices and processes that are consistent, supportive and built on a collaborative practice resulting in measurable improvement in wellbeing and engagement.

### 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.

- Wellbeing to optimise learning
- Building high reliability leadership
- Technology for learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$394,252.33

**Location:** \$69,038.00

**Aboriginal background:** \$189,000.00

**Low level adjustment for disability:** \$49,855.52

**Per capita:** \$133,927.61

**School support allocation (principal support):** \$26,544.66

### Summary of progress

In Term 2 Inverell High School engaged in the Safeguarding Kids Together (SKT) Project to undertake an external assessment on wellbeing procedures and programs within the school. Safeguarding Kids Together uses a collaborative approach to help build a school's capacity to manage and mitigate student risk taking behaviour by creating safe, healthy workplaces and resilient school communities. SKT assisted the school to support the unique needs of our students and staff by conducting a self assessment as follows;

- Principal discussion and principal survey
- Good Practice Assessment Tool (GPAT) administration with the principal and senior executive staff.
- Staff introduction to Safeguarding Kids Together
- 'Staff Survey': a 15-item online survey for all staff to fill in directly after the all staff introduction. It will be used to help us understand the school and evaluate the efficacy of support.

The SKT specialist support team identified areas for needs from the above process and worked with a number of wellbeing teams within the school to strengthen systems and processes across areas of, Student Wellbeing, Staff Wellbeing, Student Behaviour and Attendance.

Reviewed procedures and practices require embedding and monitoring on a regular bases to ensure effective implementation.

### 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
To increase the percentage of students with attendance greater than 90% to work towards the lower band system negotiated target of 54.5%.	• The number of students attending greater than 90% of the time or more has decreased by 13.8%.
Improve the percentage of positive wellbeing outcomes for students from the Tell It From Me (TTFM) indicators to work towards the lower bound system negotiated target of 61.80%.	• Tell Them From Me data indicates 56.42% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
• Learning: Learning Culture,	• Self-assessment against the School Excellence framework shows



<p>Wellbeing, Curriculum themes maintained or moving to Delivering</p> <ul style="list-style-type: none"> <li>• Teaching: Data Skills and Use theme moving to Delivering</li> <li>• Leading: Educational Leadership is moving to Delivering.</li> </ul>	<p>Learning Culture themes of High Expectation and Attendance to be working towards delivery.</p> <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows Wellbeing theme of behaviour to be working towards delivery.</li> <li>• Self-assessment against the School Excellence framework shows Curriculum to be delivering.</li> <li>• Self-assessment against the School Excellence framework shows Data Skills in Use theme to be working towards delivery.</li> <li>• Self-assessment against the School Excellence framework shows Performance Management and Community Engagement themes to be working towards delivery.</li> </ul>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$137,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Inverell High School in mainstream classes who require moderate to high levels of adjustment.</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>• Reading and Numeracy</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>• additional staffing to assist students with additional learning needs.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments.</li> <li>• consultation with external providers for the implementation of Allied Health Services.</li> <li>• implementation of targeted programs to differentiate teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• specialised staff employed to identify and deliver targeted learning to meet the specific needs of individual students.</li> <li>• inter-agency consultation and delivery of specialised support through Speech and Occupational Therapists.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>• to continue individual support for students identified with learning needs through the employment of specialist staff including Allied Health Services.</li> <li>• ensure all students have a personalised learning plan accessible to all relevant teaching staff.</li> <li>• for school to continue working closely with and building partnership with parents /carers and all stakeholders.</li> </ul>
<p>Socio-economic background</p> <p>\$579,852.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Inverell High School 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>• Reading and Numeracy</li> <li>• Wellbeing to optimise learning</li> <li>• Higher School Certificate</li> <li>• Technology 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>• additional staffing to implement support to identified students with additional needs.</li> <li>• equitable access for students and staff to specialist resources.</li> <li>• engaging with external providers including School to Work and Armajun Health Services to support student engagement and retention.</li> <li>• resourcing to increase equity of resources and services.</li> <li>• engage with external providers to support student engagement and retention.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• the development of specific school improvement teams.</li> <li>• a culture of collaboration and reflection throughout the school which focused on student improvement.</li> <li>• increased accessibility to and retention for students completing the</li> </ul>

<p>Socio-economic background</p> <p>\$579,852.33</p>	<p>Higher School Certificate.</p> <ul style="list-style-type: none"> <li>a whole school targeted approach to literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>to support the school improvement teams use of Newman's Error Analysis as a critical data analysis strategy.</li> <li>to focus on HSC data analysis by examining discriminating factors for Bands 5 and 6 in HSC courses.</li> </ul>
<p>Aboriginal background</p> <p>\$189,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Inverell High School. 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>Wellbeing to optimise 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>employment of additional teacher to work as a full-time literacy and numeracy mentor with students performing below the expected stage level.</li> <li>staffing release to support the development and implementation of Personalised Learning Plans.</li> <li>engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> <li>engaging Clontarf Academy for Boys to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>Aboriginal students having authentic personal learning plans (PLP's) to achieve their individual educational goals.</li> <li>targeted literacy and numeracy support through the COVID-19 Intensive Learning Program and the school's Aboriginal Educational Worker.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>to analyse the data from the student forum and develop a response to the low retention rate of Aboriginal girls from Year 10 to Year 12</li> <li>further investigation using the student and community forum data to examine the establishment of a culturally appropriate program to enable our female Aboriginal students to access and complete the HSC.</li> </ul>
<p>English language proficiency</p> <p>\$3,283.99</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Inverell High School.</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>Reading and Numeracy</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>provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</li> <li>provide EAL/D Progression levelling professional learning to staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>the provision of English language support as individual or small group instruction for identification EAL/D students.</li> <li>professional learning for staff on specific identified needs for all students to support their learning needs.</li> </ul>

<p>English language proficiency</p> <p>\$3,283.99</p>	<ul style="list-style-type: none"> <li>the development of individual personalised learning support plans for EAL/D students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>to provide further professional learning for staff to ensure that the students are accessing the curriculum in an inclusive environment.</li> <li>to deliver COVID-19 Intensive Learning Programs to identify and provide individualised support.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$353,365.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Inverell High School 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>Assessment to confirm students' learning</li> <li>Higher School Certificate</li> <li>Wellbeing to optimise 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>engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>students with learning needs being identified and provided with additional support to enable them to access and engage with the curriculum.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>to continue to access support through the employment of specialised staff.</li> <li>provide resourcing and equipment to compliment student engagement.</li> <li>to continue to partner with parents/caregivers and Inter-agencies to support the transition of students to post school employment opportunities.</li> </ul>
<p>Location</p> <p>\$69,038.00</p>	<p>The location funding allocation is provided to Inverell High School to address school needs associated with remoteness and/or isolation.</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>Wellbeing to optimise learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>subsidising student excursions to enable all students to participate.</li> <li>subsidising student incursion expenses.</li> <li>technology resources to increase student engagement.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>the introduction of YONDR mobile phone pouches as a result of an identified need to improve students' wellbeing.</li> <li>additional Student Learning Support Officers, providing support to meet educational needs of students in specific classes.</li> <li>opportunities for students to attend educational excursions and incursion to enrich their learning experiences.</li> <li>professional learning for staff to build effective Learning and Support Teams and time to develop procedures to better support student learning.</li> <li>school infrastructure projects to cover and resurface the dual</li> </ul>

<p>Location</p> <p>\$69,038.00</p>	<p>basketball court, installing soft-fall in support unit area and modifications and extensions to the Clontarf area.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>• to further analyse of the Wellbeing Framework for School Excellence to provide a more balanced approach to wellbeing for our students.</li> <li>• to further develop the emotional and cognitive wellbeing of students in 2022.</li> <li>• to further develop staff's understanding of trauma through professional learning such as Trauma Informed Practice and the Berry Street Model.</li> </ul>
<p>COVID ILSP</p> <p>\$316,141.05</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>• employment of teachers/educators to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and complete pre and post testing to monitor the progress of student groups.</li> <li>• providing intensive small group tuition for identified students who were below stage appropriate literacy and numeracy expectations.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• 92% of students involved in literacy and numeracy support demonstrating growth in comprehension and number sense.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>• to continue delivering three one-hour lessons per teaching cycle of COVID ILSP to all students in Years 7 and 8 to improve their literacy and numeracy skills.</li> <li>• to identify specific literacy components in comprehension, writing and grammar for each class, then use a model of small group differentiated learning for targeted support.</li> <li>• to develop a focus in numeracy based on the Newman's Error Analysis and interpreting data using tables and graphs.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	288	280	265	235
Girls	252	260	246	223

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.9	85.7	91.1	82.2
8	79.7	84.6	83.3	79
9	83.7	75.8	87.6	76.8
10	81.9	78.7	78.1	72.6
11	83.2	79	78.6	64.3
12	85.5	81	87.4	74.6
All Years	83.4	80.7	83.9	74.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## 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

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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	9	4
Employment	0	10	42
TAFE entry	4	2	12
University Entry	0	0	38
Other	96	79	0
Unknown	0	0	3

### Year 12 students undertaking vocational or trade training

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22.78% of Year 12 students at Inverell High School undertook vocational education and training in 2021.

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

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87.1% of all Year 12 students at Inverell High School 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
Head Teacher(s)	8
Classroom Teacher(s)	35.8
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.68
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 Actual (\$)
<b>Opening Balance</b>	1,095,270
<b>Revenue</b>	9,763,447
Appropriation	9,517,847
Sale of Goods and Services	142,045
Grants and contributions	81,864
Investment income	1,171
Other revenue	20,520
<b>Expenses</b>	-9,400,747
Employee related	-8,033,247
Operating expenses	-1,367,501
<b>Surplus / deficit for the year</b>	362,700
<b>Closing Balance</b>	1,457,970

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	132,453
<b>Equity Total</b>	1,125,576
Equity - Aboriginal	188,975
Equity - Socio-economic	579,852
Equity - Language	3,284
Equity - Disability	353,465
<b>Base Total</b>	7,271,920
Base - Per Capita	133,928
Base - Location	69,038
Base - Other	7,068,954
<b>Other Total</b>	474,490
<b>Grand Total</b>	9,004,439

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

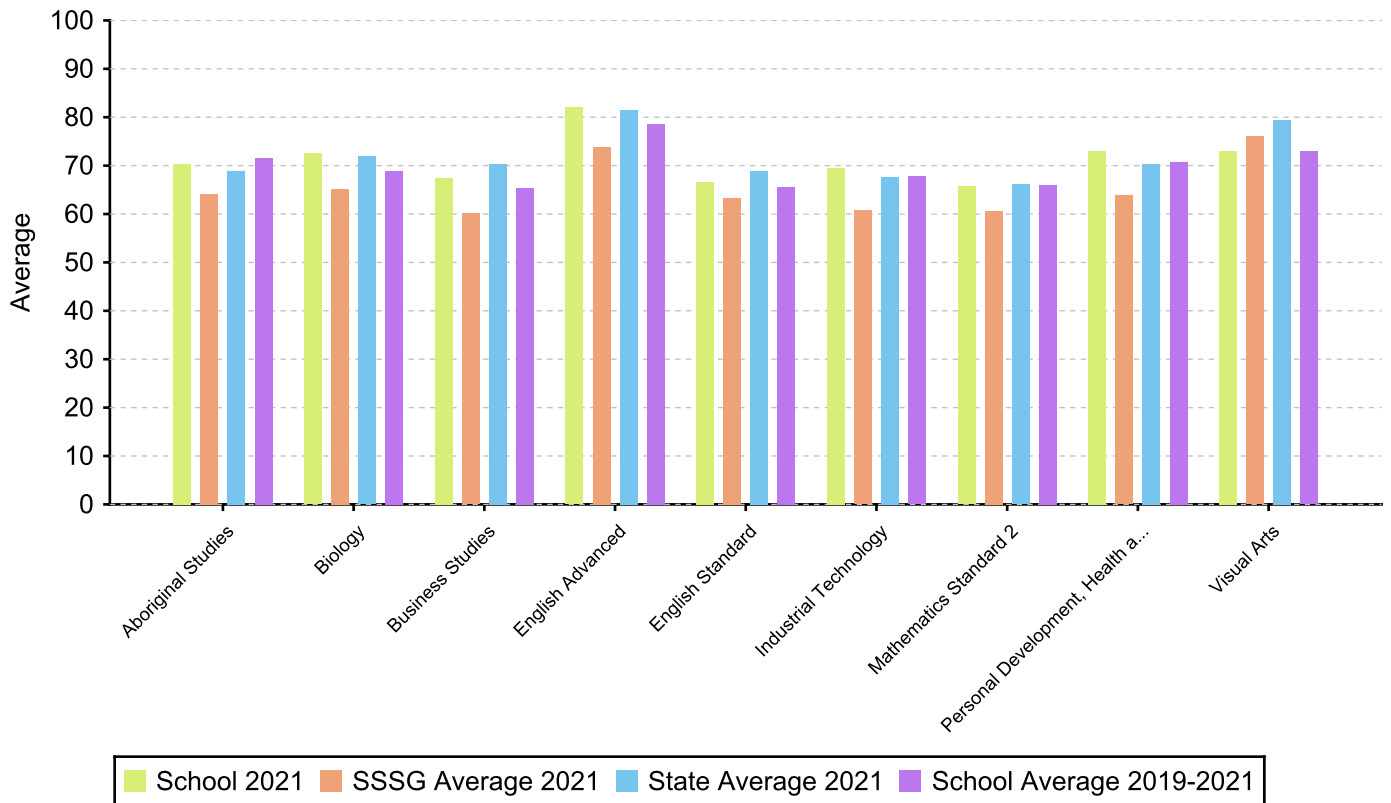
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Aboriginal Studies	70.3	64.1	68.8	71.6
Biology	72.5	65.2	71.9	68.9
Business Studies	67.4	60.1	70.4	65.4
English Advanced	82.0	73.8	81.4	78.6
English Standard	66.6	63.4	68.8	65.6
Industrial Technology	69.5	60.7	67.7	67.8
Mathematics Standard 2	65.7	60.6	66.1	65.9
Personal Development, Health and Physical Education	73.1	63.8	70.3	70.7
Visual Arts	73.0	76.0	79.4	72.9

## Parent/caregiver, student, teacher satisfaction

Tell Them From Me (TTFM) Survey indicators associated with student engagement in quality instruction, positive teacher-student relations, positive learning climate and expectation for success indicators were higher than the NSW Government norms. The TTFM survey, with the student voice forum data from the Safeguarding Kids Together Team, provided input to strengthen our student wellbeing procedures to align with the Wellbeing Framework for Student Excellence within the school. Data gathered from the situational analysis in 2020, and then again after external validation in 2021, provided constructive feedback from both parents and teachers on the positive progress of teaching and learning and student wellbeing is having to support 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.