

2021 Annual Report

Parkes High School



8146

Introduction

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

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Parkes High School

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School vision

Parkes High School staff engage with students to make real connections with the rapidly changing world using transferable and enduring skills. Engaged and motivated learners are equipped with resilience, knowledge, skills and deep understanding to participate and succeed in local and global communities. Parkes High School staff are committed to supporting student wellbeing and achieving excellence in teaching and learning.

School context

Parkes High School is a comprehensive secondary high school (enrolment 555 students, of which 20% are Aboriginal) providing education to an expanding rural community in the Central West of NSW. The school attracts Equity Funding and is focused on quality teaching, differentiated learning opportunities and pathways, literacy and numeracy.

Parkes High School uses the Positive Behaviour for Learning process and is part of the Henry Parkes Learning Community. The school is highly inclusive and supports students with disabilities. It has six special education classes and a Tutorial class. Programs exist to support transition and High Potential and Gifted Education (HPGE) students and have established strong partnerships with the community.

Parkes High School has strong connections to the local Aboriginal Education Consultative Group (AECG) and has a Junior AECG with our students. The school facilitates Bro Speak and Sista Speak with all students who identify as Indigenous having the opportunity to participate. The school employs an Aboriginal Education Officer and a mentor for Bro Speak. The school facilitates Aboriginal students' attendance at the To Reach Your Potential (TRYP) camp. The camp develops student understanding of their culture and leadership potential. The school commits additional funds each year for staff to undertake Strong Smarter professional learning and has adopted several Stronger Smarter strategies.

The school works together with external service providers to support the wellbeing of students and has a dedicated Wellbeing Teacher and funds are used to support the employment of a Head Teacher Learning and Support and Wellbeing. The School Chaplain works together with the Head Teacher Wellbeing to give additional support to students. The school is sourcing a Student Support Officer Youth Outreach Worker to further support student wellbeing.

The school has a proud history of outstanding academic, sporting, cultural and performing arts achievements, and offers a range of vocational education and training courses.

The school has implemented specific programs to support student achievement in literacy - reading and writing and numeracy.

The school has undertaken a situational analysis and this has identified the need for continual explicit teaching of literacy and numeracy skills, data analysis, improved attendance and wellbeing programs.

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

To maximise student growth and achievement in literacy and numeracy through evidenced based, data informed teaching and learning across the curriculum.

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.

- Effective Classroom Practice
- Data Driven Practices
- HSC Success

Resources allocated to this strategic direction

Socio-economic background: \$126,000.88

Professional learning: \$86,722.58

Low level adjustment for disability: \$324,721.89

Aboriginal background: \$51,000.00

Integration funding support: \$101,000.00

Summary of progress

To maximise student growth and achievement in literacy and numeracy, Parkes High School focused on effective classroom practice using evidenced based, data informed teaching and learning strategies across the curriculum in 2021.

The establishment of Professional Learning Communities and the allocation of time specifically dedicated to professional learning and the implementation of explicit teaching strategies for numeracy and literacy ensured that all faculties engaged in the professional learning. Implementation of the learning was monitored through the sharing of practice and voluntary lesson observations and feedback sessions. Evidence of the inclusion of the teaching strategies in teaching and learning programs was identified in a review of programs.

Additional support to scaffold professional learning at the school was provided by members of the Teacher Quality and Impact Delivery Team. Data analysis identified the need to focus on developing student vocabulary. The executive team undertook professional learning each fortnight to enable them to lead and facilitate professional learning on the explicit teaching of vocabulary through the professional learning communities in Term 4.

HSC Success continues to be a priority for the school. During 2021, seven teachers across five subjects completed HSC teaching modules that focused on building staff capacity to use high leverage teaching strategies in the delivery of HSC courses. Implementation of the learning will continue in 2022.

The Renaissance Reading Program was implemented across Years 7 to 9. The program included a fortnightly team teaching library lesson to facilitate testing, borrowing of books and feedback to students on their progress. Although learning from home impacted on the program's implementation, initial results across three terms were positive.

Lack of staffing impacted on staff's ability to fully engage with the Learning and Support team to embed differentiated practice. Support for teachers to ensure that students have access to appropriate curriculum supports and extensions will remain a focus for 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
Increase the proportion of students achieving in the top 2 bands in NAPLAN reading to above the system negotiated baseline of 9.5%.	Data indicates that the number of students in the top 2 bands of reading has declined from baseline data.

Increase the proportion of students achieving in the top 2 bands in NAPLAN numeracy to above the system negotiated baseline of 8.8%.	Data indicates that the number of students in top 2 bands of numeracy has declined from baseline data.
Increase the proportion of students achieving in the top 2 bands in HSC course results to above the system negotiated baseline of 8.6%.	Data indicates 15% of students achieved in the top 2 bands in the HSC which is above the baseline.
Eight students in year 12 identify as Aboriginal.	Data indicates 62.5% of Aboriginal students completed their HSC whilst maintaining their cultural identity.
Increase the proportion of students achieving expected growth in NAPLAN reading to above the system negotiated baseline of 56.4%.	The percentage of students achieving expected growth in reading decreased. Progress is yet to be seen toward the lower bound target.
Increase the proportion of students achieving expected growth in NAPLAN numeracy to above the system negotiated baseline of 58.8%.	The percentage of students achieving expected growth in numeracy decreased. Progress is yet to be seen toward the lower bound target.

Strategic Direction 2: SD 2 Building Capacity

Purpose

To build high expectation relationships which underpin the collaborative work of all staff to drive continuous school improvement within the learning community.

Initiatives

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

- High Expectations
- Professional Learning
- Educational leadership

Resources allocated to this strategic direction

Socio-economic background: \$100,000.00

School support allocation (principal support): \$29,397.24

Per capita: \$151,326.78

Summary of progress

In 2021, Parkes High School continued to focus on building high expectation relationships to underpin the collaborative work of all staff and drive continuous school improvement within the learning community.

The establishment of the Professional Learning Communities, led by executive and aspiring leaders, provided structured support for collaboration and reflection. Teachers engaged in lesson observations that provided opportunity for reflection, collaboration and feedback. The collection and analysis of work samples will be a focus in 2022.

Staff Performance Development Plans were refined to better align and reflect both personal areas of need and the school's Strategic Improvement Plan. Staff engaged in a range of professional learning and collaboratively worked on building their capacity through: A Learning and Responding Matrix scaffold, Newman's Prompts Numeracy strategy, Super Six Literacy strategy, the What Works Best professional learning modules and the effective teaching of vocabulary across the school.

The school is continuing to evaluate and refine its induction processes for both classroom teachers and newly appointed executive. Encouragement and support of aspiring leaders and continued support for accreditation were identified as areas of need and will be a focus for 2022.

Although an additional Deputy Principal position was established, the significant number of unfilled vacancies and changes in the relieving Deputy Principal positions has led to some inconsistency and impacted on the continuity of processes. Work has commenced on the development of a framework for capacity building including simplified flowcharts and templates to support the roles of Deputy Principals and Head Teachers. Although the staff handbook has been updated, further refinement is needed.

In 2022, the staff will continue to build high expectations through collaboration and the shared responsibility for whole school improvement.

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
In the School Excellence Framework self-assessment Teaching Domain theme of Professional Learning moving from delivering to sustaining and growing.	In the School Excellence Framework self-assessment Teaching Domain theme of Professional Learning, the school is moving towards sustaining and growing.
In the School Excellence Framework	In the School Excellence Framework self-assessment Teaching Domain

self-assessment Teaching Domain theme of Improvement of Practice moving from delivering to sustaining and growing.	theme of Learning and Development, the school is progressing towards sustaining and growing.
In the School Excellence Framework self-assessment Leading Domain theme of Instructional Leadership moving from delivering to sustaining and growing.	In the School Excellence Framework self-assessment Leading Domain theme of Instructional Leadership the school moved from delivering to sustaining and growing.

Purpose

To engage students in a positive learning culture where every student has a strong sense of belonging (connect), achieves educational and personal success (succeed) and reaches or exceeds their potential (thrive).

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
- High Potential and Gifted Education
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$300,000.00

Aboriginal background: \$54,000.00

English language proficiency: \$18,414.00

Integration funding support: \$16,000.00

Location: \$86,028.00

Summary of progress

Throughout 2021, the school strived to engage students in a positive learning culture where every student has a strong sense of belonging (connect), achieves educational and personal success (succeed) and reaches or exceeds their potential (thrive).

The breakfast club was held three mornings a week and provided both nutrition and an opportunity for students to informally interact with their peers and staff. The Rainbow Club met at lunchtime on a weekly basis. The amalgamation of the learning hub and wellbeing space created a space that incorporates the learning support team and School Chaplain and gives students a space for individualised learning and wellbeing support. The School Chaplain works onsite two days a week and this position is held in high regard by students and staff. It complements the role of the newly established Learning and Wellbeing teacher and the Year Advisors enhanced release to provide additional support to student wellbeing.

To support and extend our High Potential and Gifted Education students, a Coordinator was appointed and together with two additional teachers being employed to deliver small intensive High Potential and Gifted Education classes from Years 7-9. Assessment tasks were differentiated to extend the most gifted students in English, Mathematics, Science and History, Society and It's Environment subjects. Each of the teachers working with the High Potential and Gifted Education classes completed the Gifted Education Professional Learning through the University of NSW to provide appropriate extension for the students. High Potential and Gifted Education students completed an enrichment day and immersion experiences to motivate and ignite interests in a variety of fields. This included students in Years 5 and 6 from our partner primary schools.

Improving students' attendance has remained a priority for the school. Year Advisors made calls home to students whose attendance fell below 90%. Although learning from home impacted on attendance, contact with students and their parents was maintained through regular phone calls and messages.

The school ensured all students could access school work through the provision of hard copy packs, laptops and internet dongles during periods of learning from home. Students were also able to borrow books from the Library to support their reading.

Positive Behaviour for Learning term reward excursions were reviewed and modified to encourage better attendance as an overall school goal.

Next year, the school will continue the emphasis on supporting student wellbeing, improving attendance and engaging students through differentiated teaching and learning.

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
Increase the proportion of students attending school more than 90% of the time to an upward trend from the baseline of 56.5%.	The overall attendance of students attending for 90% or greater for 2021 was 56.5%. This is the baseline data for 2021.
Positive Behaviour for Learning team has a deep understanding of the Tiered Fidelity Index (TFI) and how to implement across the school.	The Tiered Fidelity Index was not undertaken by the Positive Behaviour for Learning Team.
Increase the proportion of students identifying positive wellbeing through the Tell Them From Me (TTFM) survey to an upward trend.	The Tell Them From Me Survey indicated an upward trend in the proportion of students identifying positive wellbeing.
Increase the proportion of students identifying 'Explicit Teaching Practices and Feedback' to an upward lift in trend data for drivers of student outcomes in the Tell Them From Me survey (TTFM).	The Tell Them From Me Survey indicated an upward trend in students identifying explicit teaching practices and feedback.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$117,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Parkes High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Data Driven Practices • HSC Success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Individual students were supported to have access to the curriculum and school activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional support for targeted students will continue in 2022.</p>
<p>Socio-economic background</p> <p>\$526,000.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parkes High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Wellbeing • High Expectations • High Potential and Gifted Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement QuickSmart and Intensive Literacy Programs to support identified students with additional needs • professional development of staff through explicit teaching of vocabulary to support student learning • employment of additional staff to support High Potential and Gifted Education program implementation. <p>The allocation of this funding has resulted in: Additional staff employed to allow staff release to undertake research based data driven professional learning and to collaborate with the implementation of specific strategies within the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: This support will continue to support student achievement of outcomes.</p>
<p>Aboriginal background</p> <p>\$105,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parkes 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$105,000.00</p>	<ul style="list-style-type: none"> • Wellbeing • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • Professional Learning for staff to undertake Bro Speak and Sista facilitator training • Staff release to facilitate Bro Speak, Sista Speak and Aboriginal Dance Group • employment of specialist additional staff (SLSO) to support Aboriginal students • Employment of consultant and team to facilitate 'To Reach Your Your Potential' leadership camp. <p>The allocation of this funding has resulted in: Students feeling known, valued and cared for as they have an adult within the school that they identify with and who will support them. Students undertaking TAFE courses have one on one support and a quiet space to work. All Personalised Learning Plans were completed.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support will continue in 2022.</p>
<p>English language proficiency</p> <p>\$18,414.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Parkes High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Individual students were supported in class with their language acquisition to allow them to access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Individual support will continue for students.</p>
<p>Low level adjustment for disability</p> <p>\$324,721.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Parkes High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention

<p>Low level adjustment for disability</p> <p>\$324,721.89</p>	<p>(QuickSmart) to increase learning outcomes</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Staff have developed their capacity to teach specific strategies to support students with Literacy, Super Six, and Numeracy, Newman's Prompts, and collaborate to support each other and plan for quality differentiated learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued professional learning for staff in evidenced based strategies to support student learning.</p>
<p>Location</p> <p>\$86,028.00</p>	<p>The location funding allocation is provided to Parkes High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Potential and Gifted Education <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional class in years 7, 8 and 9 to support High Potential and Gifted Education students identified through upper level testing. • Professional learning in specific strategies for the teaching of Gifted students. <p>The allocation of this funding has resulted in: An additional class in years 7, 8 and 9 to cater for the individual learning needs of those students identified as high potential or gifted. Staff undertook specific professional learning to support their teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to unfilled vacancies this activity is not sustainable.</p>
<p>COVID ILSP</p> <p>\$327,000.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: Individual support for students in Literacy and Numeracy through QuickSmart and the Intensive Literacy Program.</p> <p>After evaluation, the next steps to support our students with this funding will be: The individualised interventions will continue to support students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	292	310	303	281
Girls	283	286	267	238

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.9	88	91.2	86.1
8	88.7	85.7	86.3	82.6
9	86.6	85	87.7	74.4
10	82.2	80.7	82.6	74.2
11	85.9	82.8	85.7	75.1
12	85.5	86.6	89.5	78.9
All Years	86.6	84.9	87.1	78.6
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

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	3
Employment	4	22	68
TAFE entry	6	8	5
University Entry	0	0	22
Other	0	0	2
Unknown	5	0	0

Year 12 students undertaking vocational or trade training

45.07% of Year 12 students at Parkes High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

83.6% of all Year 12 students at Parkes 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)	2
Head Teacher(s)	8
Classroom Teacher(s)	47.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1.6
School Administration and Support Staff	17.48
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,345,019
Revenue	11,471,189
Appropriation	11,357,582
Sale of Goods and Services	-75
Grants and contributions	112,642
Investment income	1,040
Expenses	-11,854,968
Employee related	-9,739,538
Operating expenses	-2,115,430
Surplus / deficit for the year	-383,779
Closing Balance	961,241

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	108,960
Equity Total	1,044,460
Equity - Aboriginal	182,649
Equity - Socio-economic	518,675
Equity - Language	18,415
Equity - Disability	324,721
Base Total	8,316,123
Base - Per Capita	151,327
Base - Location	86,028
Base - Other	8,078,768
Other Total	1,118,690
Grand Total	10,588,233

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School performance - NAPLAN

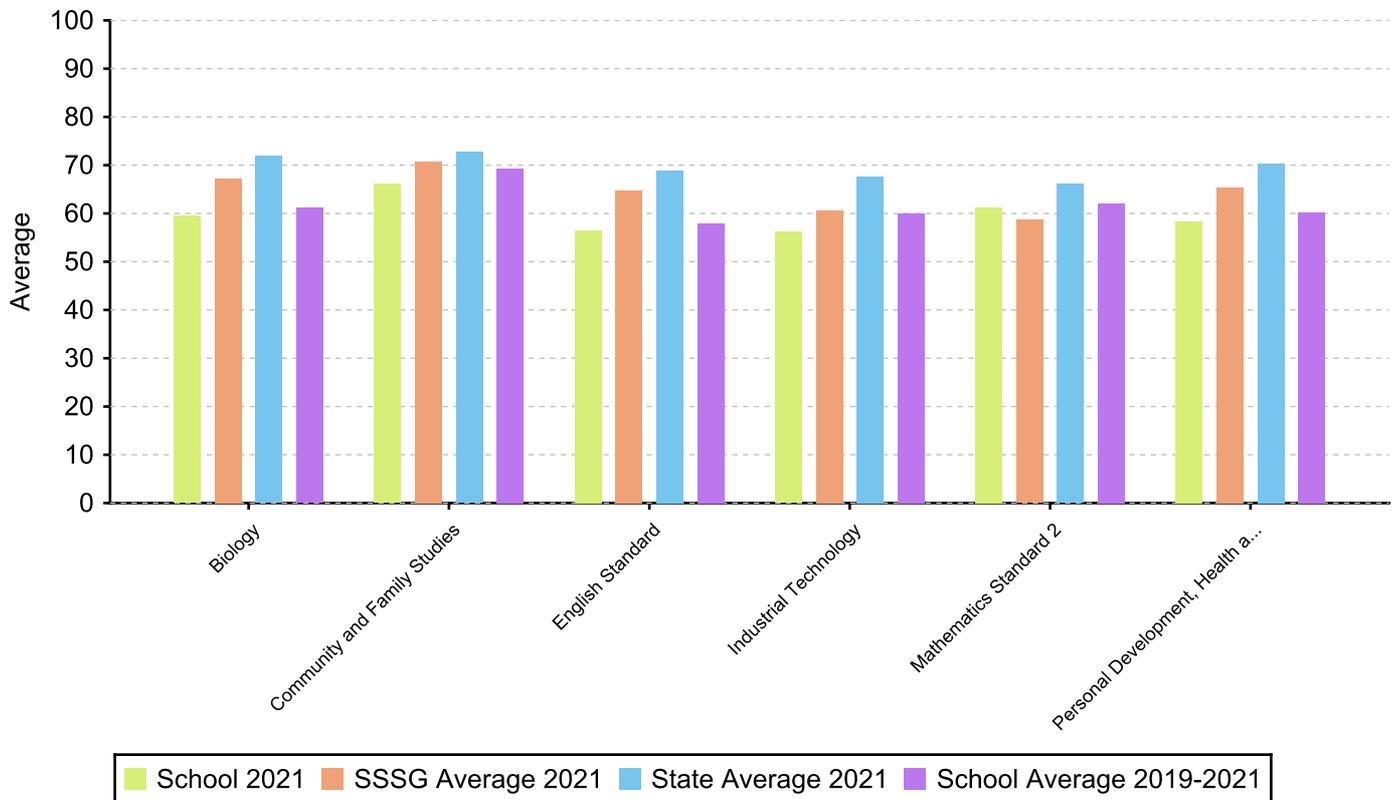
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	59.5	67.3	71.9	61.2
Community and Family Studies	66.1	70.8	72.7	69.3
English Standard	56.5	64.8	68.8	57.9
Industrial Technology	56.2	60.7	67.7	60.1
Mathematics Standard 2	61.3	58.7	66.1	62.2
Personal Development, Health and Physical Education	58.3	65.4	70.3	60.2

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey indicates that 89% of Aboriginal students felt good about their culture. Aboriginal students and their parents were very happy with the establishment of both the Sista Speak and Bro Speak programs to support their children with an understanding of their culture and the development of a support network within the school. Aboriginal parents were happy that the school continues to teach Wiradjuri language to all students in Year 7.

The Tell Them Form Me survey indicates 78% of students know where to seek support at school and most students indicated that they felt proud of our school. Parents indicated that they were very appreciative of the support from the school during the learning from home period of time. The parents felt the school had a deep understanding of their circumstances as they were able to pick up work in hard copy, loan out laptops and internet dongles. The parents were also very appreciative of the supportive phone calls from class teachers and Year Advisors along with online classes and check-ins with their teachers.

The People Matter survey indicates an uplift in staff reporting the following: job satisfaction, career development, decisions made by their manager and feedback to support them to do their job well.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.