

2021 Annual Report

Deniliquin High School



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Introduction

The Annual Report for 2021 is provided to the community of Deniliquin 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

A supportive and collaborative learning environment at Deniliquin High School is achieved through targeted wellbeing and academic initiatives. A culture of Positive Behaviour for Learning and Restorative Practice will improve students' success, attendance and sense of belonging at school. Explicit teaching of reading and numeracy through a whole school structure will ensure students attain results commensurate with their potential and expected growth.

School context

Deniliquin High School is a comprehensive, co-educational secondary school located in the South-West of the Riverina. The school has approximately 530 students that come from the township of Deniliquin, surrounding towns and the wider rural community. The percentage of Aboriginal students has been slowly increasing with the current enrolment being 11%.

The school has a dedicated staff that ranges from beginning to very experienced teachers.

The school is able to effectively cater for all students in a supportive and inclusive environment. Staff are continually developing their practice to support all students and their individual learning needs. There is a strong support structure with five support classes that assist students to succeed.

The school employs additional staff through a variety of funding sources to support Aboriginal students and students with a variety of learning and social needs.

There are a range of projects that run within the school to support the holistic education of students including our award winning Driver's Education Program in Year 10 and community supported project based learning initiatives in Years 7 and 8. The school has a strong creative arts program which is further enhanced with paraprofessionals in art and music offering unique opportunities to students.

The school consistently achieves strong results in the Higher School Certificate across a broad range of subjects with almost all students who are looking at tertiary study achieving entrance to university.

The situational analysis undertaken by the school highlights the strong results achieved by students across a range of external assessments including NAPLAN and the HSC.

Wellbeing is a major area identified within the community and the school has employed a Head Teacher Wellbeing and a second Deputy Principal out of equity funding to support students and staff. The school has developed a Wellbeing Hub which includes a School Counsellor, a wellbeing teacher, a Student Support Officer and a Wellbeing Health Inreach Nurse.

There is an identified need within the school to foster and develop strong relationships and the school is partnering with our local primary schools and community organisations to implement restorative practices to complement our PBL programs. The school has strong community connections with our local Aboriginal organisations, community groups and local businesses.

The school has identified three key areas for improvement.

1. Reading and decoding skills
2. Teacher practice and collaboration
3. Student and staff wellbeing

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students demonstrate improvement in reading and numeracy. This will be achieved through explicit teaching and a whole school approach to assessment and feedback.

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.

- Assessment and Feedback
- Explicit Teaching

Resources allocated to this strategic direction

Low level adjustment for disability: \$71,302.00

Professional learning: \$2,136.00

Socio-economic background: \$132,000.00

Integration funding support: \$25,000.00

Summary of progress

Assessment and Feedback

In 2021, the school began improving processes in supporting students in Stage 6. A Curriculum Team was formed to investigate and lead change to improve the processes within the school to ensure that students are achieving to a high standard in the Higher School Certificate (HSC).

The Curriculum Team focused on developing effective monitoring processes to ensure consistency across all faculties within the school. This required an analysis of current practice, referral to NSW Education Standards Authority requirements and sourcing examples of best practice. Microsoft Teams was used to develop a system for HSC Monitoring Folders so they were in the exact same format, use common templates, and be accessible by those in the school who would need access. Staff were trained in the effective use of the Microsoft Teams platform which enabled an effective transition from the paper based format.

Throughout this process, inconsistencies in assessment and feedback were identified across the school between subjects. This will become a focus for improvement in 2022. As a result of this work, we now have a clear and concise electronic record of what is occurring in all Year 11 and 12 classes.

During the year, assessment processes were reviewed to provide effective support for students throughout the COVID-19 interruptions. This was driven by the Head Teacher Instructional Leader; a temporary position funded by the school. Assessment plans and tasks were modified to make effective use of technology to provide feedback to students. As a result of this, innovative thinking and implementation, Year 12 had outstanding HSC results and the school was able to achieve the HSC targets for the percentage of students in the top two and three bands in 2021.

Next year the focus in this initiative will be on developing assessment and reporting processes within Stage 6, to ensure fair and consistent processes are implemented across the school that accurately reflects student achievement.

Explicit teaching

In 2021, the Reading for Meaning program has taken a strategic approach to supporting student learning. Teachers have been trained in explicitly teaching vocabulary and grammar to students to support their literacy development. The Head Teacher Instructional Leader has been instrumental in the development and implementation of the program. Staff have been involved in a range of professional learning to support their understanding of literacy and to create the skills required to improve student outcomes in reading. With the school being identified as a Strategic Support School in Reading for 2022 the Reading for Meaning project will be further enhanced to better support staff to improve student literacy outcomes. This whole school approach has led to an understanding that literacy is everyone's business and faculties have started to embed literacy strategies into their programs and every day practice. There has been evidence of improvement in student results through the Check-In Assessments.

Also during 2021, the school employed paraprofessionals in Art and Music to engage students with school and support their education. These two programs have been successful in re-engaging students with learning. The program has particularly focused on re-engaging our Aboriginal students with the goal of these students achieving success in the

In 2022, improving student literacy skills will continue to be a focus by developing strategies to improve student's fluency and comprehension skills in all staff.. This will assist students in learning in all subject areas.

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
The percentage of students in the top 2 NAPLAN reading bands is above baseline data	Data indicates that 7.95% of students in top 2 bands reading showing a decline from baseline data.
The percentage of students in the top 2 NAPLAN numeracy bands is above the baseline data.	Data indicates that 6.58% of students in top 2 bands numeracy showing a decline from baseline data.
Increase the proportion of Aboriginal students achieving top 2 NAPLAN reading and numeracy bands from baseline.	Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase in the proportion of students achieving top 3 HSC bands by 2%.	The percentage of students achieving HSC course results in the top three bands increased by 1.2% indicating progress towards the annual progress measure.

Strategic Direction 2: Teacher Practice and Collaboration

Purpose

Our purpose is to improve the collaboration and sharing of skills between staff through the establishment of learning teams where every member of staff is engaged in improving teacher practice by working collaboratively within and across faculties.

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.

- Collaborative Learning Teams
- Culture of High Expectations

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$16,674.00

Summary of progress

Collaborative Learning Teams

Throughout 2021, staff engaged in planning for developing strong collaborative practices. Processes were developed for staff to engage in cross faculty groups to develop a consistent understanding of fundamental quality teaching practices including use of data to inform practice, differentiation and the effective use of technology. However, due to the impact of COVID, staff had limited opportunity to collaborate and develop these teaching and learning strategies throughout the year.

The school was involved in external validation in 2021. Throughout the process it became evident that there needed to be a change in direction for this initiative. These initiatives will be merged in this strategic direction for the 2022-2025 Strategic Improvement Plan to better cater for the development of teachers and the improvement of student outcomes..

Culture of High Expectations

This initiative has been designed to support all staff to engage in improving their practice by sharing their expertise and to up-skill staff. The focus in 2021 was on improving staff practice in reading and working collaboratively in faculty teams to create an environment of high expectations among staff. Professional learning was delivered to the school's executive who then provided the learning to their faculties. Staff were then provided with time to develop, implement and reflect on their practice based on the professional learning. The initial focus has been on literacy with staff looking into vocabulary and grammar. All faculties developed Tier 2 and 3 words that they integrated into their classroom practice.

The positive outcome that resulted from this was that staff were able to share both ideas and practice to improve the quality of lessons provided to students. Through having a consistent whole school approach, an environment of high expectations has been created, where staff are challenged to improve their classroom practice to support student growth.

Next year there will be a focus on greater collaboration and the further development of the high expectations culture among staff. This will then lead to a consistent approach across classes with high expectations for all 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
The percentage of students achieving expected growth in reading is above the baseline.	The percentage of students achieving expected growth in reading decreased by 26% indicating progress yet to be seen toward the lower bound target.
The percentage of students achieving	The percentage of students achieving expected growth in numeracy

expected growth in numeracy is above the baseline.

decreased by 15% indicating progress yet to be seen toward the lower bound target.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to provide an environment where all members of the school community develop positive relationships in order to connect, succeed and 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.

- Culture of Positive Relationships and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$59,395.00

Professional learning: \$15,000.00

Summary of progress

The focus in 2021 was on the development of an understanding of Restorative Practices among staff and students to create foundations for building positive relationships within the school community. A leader from Restorative Journeys was engaged to train all staff, senior students and community in the fundamentals of Restorative Practice. Supported by the engagement of a second Deputy Principal and Head Teacher Wellbeing, the school was able to start the process of aligning school procedures and practices with restorative practice. This resulted in a reduction in overall suspensions in 2021 and the implementation of restorative conversations by executive and some staff in the school.

Partnerships have been developed and relationships have been strengthened with the local Aboriginal Community including the Deniliquin Local Lands Council and Yarkuwa Indigenous Knowledge Centre through a range of projects. This has included developing and implementing a culture project into Year 7, where students learn about local Aboriginal culture as well as learning the local Wamba Wamba language. Students in Year 8 are involved in learning about sustainable practices in both local land management and farming practices.

Through the period of lock down and throughout the pandemic, the school maintained strong communication with all students and, in particular, the Year 12 students. This resulted in an improvement in staff and student wellbeing as well as outstanding HSC results with students receiving 13 Band 6 (Over 90%) results, 69 Band 5 (80-89%) and 82 Band 4 (70-79%). Students studying extension subjects also achieved outstanding results with 2 students achieving in the top band and 10 students in the second top band. This reflects the hard work of students and the dedication and support of the teachers at the school.

In 2022, the school will continue to work with the Restorative Practices team to provide ongoing professional learning for staff, students and the community to develop the next steps toward creating our Restorative Practice 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
Attendance data to be above the baseline	The number of students attending greater than 90% of the time or more has decreased by 3%.
Increase students with a positive sense of belonging to above our baseline	Students reporting positive wellbeing outcomes has decreased by 10% across the positive wellbeing measures.
Aboriginal students identified and a plan to support their education developed	All students of Aboriginal and Torres Strait Islander decent have been identified and plans to support their learning has been implemented.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$602,408.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Deniliquin 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"> • Explicit Teaching • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: targeted, individualised support being provided to all identified students. There has also been the creation of a specialised teacher position to case manage a number of students. This has resulted in a number of students' attendance improving due to the additional support which was provided. The number of suspensions for the targeted students was reduced by 10%.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue engaging Student Learning Support Officers (SLSOs). In 2022, funding will also be used to create an additional class (Teacher and SLSO) to support identified students.</p>
<p>Socio-economic background</p> <p>\$301,780.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Deniliquin 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"> • Culture of High Expectations • Culture of Positive Relationships and Engagement • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional learning and wellbeing needs • resourcing to increase equitability of resources and services with a focus on literacy and numeracy • employment of additional staff to support wellbeing systems • employment of additional staff to support the Sustainability Project. <p>The allocation of this funding has resulted in: greater support for students through a co-ordinated and streamlined approach to Wellbeing; more students being able access mental health support particularly during the COVID lockdowns, which allowed them to access learning; the Year 8 Sustainability project which resulted in improved community engagement and student evaluations indicated that they highly valued this project based learning opportunity; and literacy and numeracy hubs resulted in strong growth in both literacy and numeracy in check in data.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$301,780.20</p>	<p>funding will be: continue to use funding to employ additional staff members to support the students and staff particularly in the area of wellbeing</p>
<p>Aboriginal background</p> <p>\$61,095.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Deniliquin 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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support the Culture Project <p>The allocation of this funding has resulted in: targeted students being supported in their learning and developing their cultural identity while they are at school. Students took pride in their culture and shared their cultural experiences with their peers with the support of the SLSO. Many students commented how getting out on country was of great benefit to their understanding and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ staff to support students in their learning and through the Culture Project.</p>
<p>Low level adjustment for disability</p> <p>\$299,569.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Deniliquin 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"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom and the whole school setting • targeted students are provided with an evidence-based intervention in music and art therapy to increase learning outcomes <p>The allocation of this funding has resulted in: Identified students received specific support in Writing and Numeracy, this improved student engagement and attendance rates among those targeted students. Students were also supported through Art and Music programs to re-engage with schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide support for students in classes through the employment of an SLSO</p>
<p>Location</p> <p>\$26,802.40</p>	<p>The location funding allocation is provided to Deniliquin High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$26,802.40</p>	<p>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 operational funding include:</p> <ul style="list-style-type: none"> • support for a range of evidence based activities to support student wellbeing through our Wellbeing Hub • employment of SLSO to support wellbeing programs in the school <p>The allocation of this funding has resulted in: the Wellbeing Hub being a place for external support and internal support for students however many of these programs did not run due to COVID. The Hub provided a safe and supportive environment where students could access specialist counselling, mental health and career support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure that programs are run to support students and that the Wellbeing Hub is catering for the needs of students and families</p>
<p>COVID ILSP</p> <p>\$166,398.00</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 <p>The allocation of this funding has resulted in: a number of students being supported throughout 2021 in numeracy and during Semester 1 in literacy. Due to teacher movement and shortages the literacy position for Semester 2 was not filled. Students who were provided support showed improvement in their Check In data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to use SLSO's to support this program in 2022 with a staff member also being released to coordinate this program, additional outside support will also be investigated.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	232	251	254	252
Girls	252	239	258	253

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.6	87.5	90.3	87.2
8	85.7	85.9	89.5	80.3
9	82.5	81.9	88.9	78.2
10	77.9	79.4	87.6	80.6
11	82.4	77.5	86	77.2
12	85.1	82.6	90.1	81.9
All Years	83.7	82.9	88.7	81
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	0	0
Employment	7	16	28
TAFE entry	1	4	4
University Entry	0	0	35
Other	1	1	18
Unknown	6	0	15

Year 12 students undertaking vocational or trade training

60.27% of Year 12 students at Deniliquin High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

93.7% of all Year 12 students at Deniliquin 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)	36
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.68
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 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	515,482
Revenue	9,454,358
Appropriation	9,306,857
Sale of Goods and Services	2,345
Grants and contributions	125,953
Investment income	349
Other revenue	18,853
Expenses	-9,254,093
Employee related	-8,263,424
Operating expenses	-990,669
Surplus / deficit for the year	200,265
Closing Balance	715,747

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	583,910
Equity Total	593,597
Equity - Aboriginal	61,095
Equity - Socio-economic	301,950
Equity - Language	0
Equity - Disability	230,551
Base Total	7,257,170
Base - Per Capita	132,789
Base - Location	28,898
Base - Other	7,095,484
Other Total	514,045
Grand Total	8,948,722

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

School performance - NAPLAN

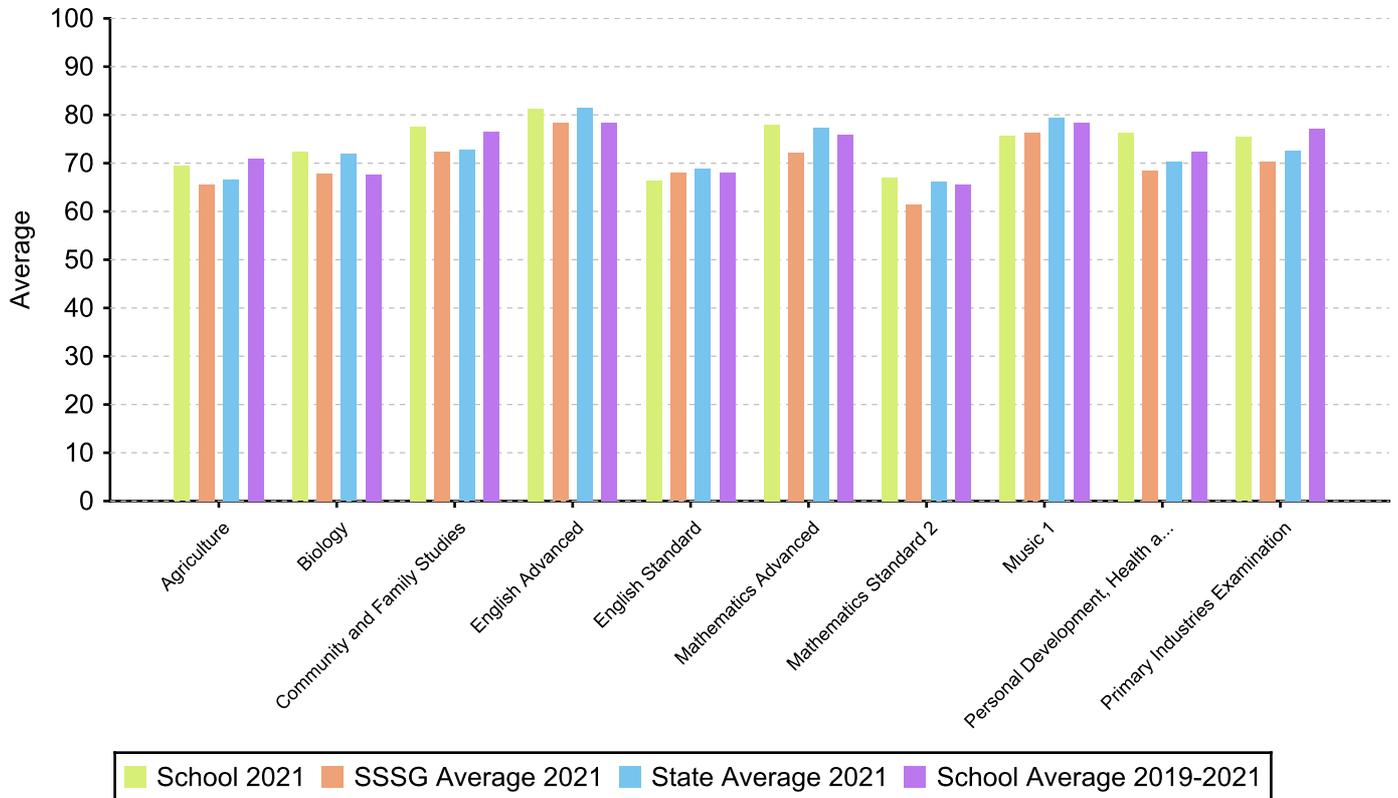
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Agriculture	69.4	65.5	66.7	70.9
Biology	72.3	67.9	71.9	67.7
Community and Family Studies	77.5	72.5	72.7	76.6
English Advanced	81.3	78.3	81.4	78.4
English Standard	66.4	68.0	68.8	68.1
Mathematics Advanced	78.0	72.3	77.4	75.8
Mathematics Standard 2	67.0	61.4	66.1	65.6
Music 1	75.7	76.2	79.4	78.4
Personal Development, Health and Physical Education	76.4	68.5	70.3	72.4
Primary Industries Examination	75.4	70.4	72.6	77.1

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) parent responses received were 10 which is extremely low. This data places the school at or above the state norm in all areas but the small number of responses means the data should be analysed carefully.

Other attempts at gathering data from the community were not successful in gaining a significant number of responses. In normal circumstances, parents would be surveyed while on site for various events. Due to the restrictions around COVID this was unable to occur in 2021.

In 2021, 300 students completed the TTFM survey to ascertain their level of engagement and wellbeing at school. This is the first time students have completed this survey since 2018 - before the pandemic. The student reports show that, since 2018, student wellbeing against all markers have declined. In particular, the data indicated that many students had a lack of a sense of belonging to the school. This will form a focus for improvement in 2022.

Tell Them From Me staff surveys indicate that the school is sitting on the state norms in all areas except for inclusiveness which is above the state average.

When surveyed on the impact of the restorative practice training, 98% of staff indicated that they understood the principles and 100% felt that it could make a difference to the school. This buy-in validated the schools decision to implement restorative practices into the school.

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.