2021 Annual Report

Central Sydney Intensive English High School

8288

Introduction

The Annual Report for 2021 is provided to the community of Central Sydney Intensive English 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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School vision

At Central Sydney Intensive English High School (CSIEHS) we have a strong focus on supporting newly arrived, permanent and long-term temporary resident students and their families as they embark upon their educational journey at their first school in Australia. We are committed to enhancing the learning culture and building student resilience, knowledge and creativity to empower students to achieve their full potential as confident futures focused learners and contributors to Australian society.

School context

Central Sydney Intensive English High School (CSHIES) provides innovative English language, orientation, wellbeing, settlement and high school preparation programs to secondary aged, newly arrived students requiring intensive English as Additional Language (EAL/D) education.

The school's quality intensive English curriculum is referenced to NESA syllabus outcomes and the Intensive English Program Curriculum Framework. The Transition to High School, Technical and Further Education and School to Work programs are taught by highly skilled and specialist English as an Additional Language teachers.

With changes to migration and international student programs, Central Sydney Intensive English High School will lead and design quality, inclusive EAL/D teaching and learning programs and initiatives to support student learning and teacher practice across a range of settings. This will include on-site programs for newly arrived students, online programs, support for rural and remote schools with EAL/D students and a range of initiatives supporting teaching and learning for EAL/D students in local high schools and primary schools.

The school's staffing entitlement for 2020 was 34.3 teaching staff and 14.3 non teaching staff. The school employs additional School Learning Support Officers to support students with their learning. Staff are very experienced with most having over 10 years of EAL/D teaching experience.

The school has completed a situational analysis that identified key areas for this Strategic Improvement Plan. The school is committed to providing excellence in EAL/D pedagogy through a consistent new arrival assessment program and effective personalised learning and support for all students. These initiatives will be implemented through data driven practices.

We aim to develop a strong professional community through targeted and collaborative EAL/D professional learning opportunities to support student growth and attainment, teacher capacity and parental engagement.

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

Strategic Direction 1: Student growth and attainment

Purpose

By strengthening early intervention practices and response to individual student learning needs, we will further enhance student learning outcomes thereby ensuring students continue to build their capacity in English language acquisition.

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.

- Personalised Learning
- Whole school reading strategies

Resources allocated to this strategic direction

Low level adjustment for disability: $114,374.00
Socio-economic background: $13,442.00
Professional learning: $3,000.00

Summary of progress

We have commenced identifying practices for early intervention through personalised learning and whole school reading strategies to enhance student learning outcomes and ensure student growth and attainment in English language acquisition.

Personalised Learning

In Term 2, HT Learning Support and HT Teaching and Learning (TaL) facilitated a whole school staff development day session to gather evidence and data focusing on the current personalised learning processes and future direction. The professional learning allowed staff to review current practices and collaboratively work towards a revised whole school approach to personalised learning. The PL focused on two areas: current processes; and the implementation of SMART Goals. Executive analysed data to identify areas of change to support more effective communication to improve individual learning outcomes. As a result, PL was delivered by the Wellbeing Team focussed on utilising Sentral as the school's main referral and communication platform.

In Term 3, PLSP, SMART Goal Register templates were developed collaboratively. All were trialled with a target group of students and teachers and shared with staff. More regular Learning Support meetings in Term 4 were established to consider what worked and what could be improved.

Teachers produced Intermediate Level program/registers reflecting student adjustments.

Staff surveys revealed a need for a consistent whole school approach and understanding of personalised learning and staff valued the opportunity to collaborate in the development of new processes.

These results enabled a trial of documented Personalised Learning and Support Plans (PLSPs) and SMART Goals and a positive first step in incorporating teacher feedback in the development of this initiative.

Document analysis of teaching and learning programs showed that 90% of programs/registers recorded adjustments reflecting staff commitment in recognising and actively making adjustments to support individual learning needs.

Covid impacted on the progression of the PLSPs and SMART Goals as professional learning could not be delivered as scheduled. During this time, staff were synchronous online teaching for up to four hours per day which further limited opportunities for PL and planning time.

The impact in 2021 has been:

- Teachers at Intermediate Level use student PLSPs to design and implement teaching and learning programs that support student learning.
- The Learning and Support Team worked collaboratively with parents, students, teachers and SLSOs to develop PSLPs for identified students.

Document analysis of teaching programs (Intermediate Level), reflect adjustments being made across the whole school.

Document analysis of developed PLSPs show adjustments inline with student needs.

The Learning and Support teacher and the SLSO who are funded through low level adjustment for disability, are part of the Learning and Support Team and are actively engaged in developing PLSPs and supporting staff in adjusting their teaching and learning materials.

Next year, in this initiative, we will work with staff to establish clearly communicated personalised learning processes which include PLSPs and the implementation and monitoring of SMART Goals. This is because there is no current, clearly defined process for monitoring the of achievement of SMART Goals and evaluating the success of the interventions. Staff will document learning adjustments in programs/registers Intermediate and Transition Levels from Term 1, 2022. Teachers will be required to document adjustments at Foundation and Preliminary Levels in programs/registers from Term 3, 2022.

Whole school reading strategy

Mid term 1 the executive reviewed and analysed SCOUT and internal reading data and identified vocabulary as the weakest area of student performance. As newly arrived students it is important that vocabulary is developed as a foundation to improve reading skills.

A cross faculty team was developed who completed PL based on the Frayer model vocabulary routine focusing on the SEEC reading strategy.

The cross faculty team delivered a whole school PL session on this strategy. Faculties worked collaboratively to explicitly embed the SEEC strategy into their teaching and learning programs. The team supported teachers across KLAs with the implementation of the SEEC strategy. Term 3 Intermediate Level teacher programs and registers reflected the explicit implementation of the SEEC reading strategy.

An enabler for this initiative was the establishment of a cross faculty team that had a deep understanding of the SEEC strategy. They were able to provide evidence based, high impact professional learning to the whole school and then provide one-on-one support within faculties which allowed for consistent implementation. Upon completion of the professional learning session - SD1 / SEEC Reading strategy in Term 2, staff completed an online survey to assess the efficiency and relevance of the PL. The results show that prior to the PL 51% of the staff were not explicitly using the SEEC strategy and 48% of staff were not aware of the SEEC process for teaching vocabulary. As a result of the PL, 33% of teachers felt confident in using the SEEC strategy to explicitly teach reading and 62% of staff felt extremely confident in using it in their classes.

It was evident through the analysis of teaching and learning documents that most teachers had incorporated this strategy into Intermediate Level programs.

The impact in 2021 has been:
  • Document analysis of Intermediate Level teaching programs and registers reflect the explicit implementation of the evidence based SEEC reading strategy so that vocabulary is developed to improve reading skills.
  • Staff collaborated within and across faculties and implemented a consistent approach in explicitly teaching vocabulary through the evidence-based strategy SEEC.
  • Assessments used to measure student`s reading ESL scales on entry and exit are consistent and inform practice.

The analysis of teaching and learning Intermediate Level programs and registers demonstrated the SEEC reading strategy was implemented across the school. The centralisation of the ESL scales reading data from on entry and the tracking of this data showed student progress and informed practice.

Next year, in this initiative, we will provide professional learning for the introduction of an evidence-based strategy that builds on SEEC, because first phase language learners need a range of strategies / skills to be able to access the curriculum. Further work will be done with the staff in implementing this.

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
PLSPs created for all students identified with learning needs. SMART Goal process developed and trialed.	The Learning and Support Team was established and worked collaboratively with parents, students, teachers and SLSOs to develop Personalised Learning and Support Plans for students with identified learning needs. All teachers of Intermediate Level used student PLSPs to design and implement teaching and learning programs that support student

PLSPs created for all students identified with learning needs. SMART Goal process developed and trialed.	learning and reflected these in programs and registers.
75% of exiting students enrolled at the school for over two terms show an improvement of 2 ESL Scale points in reading.	Term 4 school reading data indicates that 80% of students enrolled over two terms, improved by 2 ESL scale points and 20% of students were identified as needing additional support.
Students attending school 90% of the time or more to increase to 75%.	Students attending school 90% of the time or more increased to 83.8% with overall attendance at 94.3%

Strategic Direction 2: Excellence in EAL/D pedagogy

Purpose

Our purpose is to provide a quality professional learning environment where staff will work collaboratively with colleagues, within and beyond the school, to improve EAL/D student outcomes.

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.

- Leading EAL/D professional learning in the virtual sphere
- Leading in the classroom

Resources allocated to this strategic direction

Professional learning: $1,000.00

Summary of progress

This year staff have engaged in and provided quality professional learning and have worked collaboratively with colleagues, within and beyond the school, to improve EAL/D student outcomes.

Leading EAL/D professional learning in the virtual sphere

Within the school we have systematically integrated the Foundation booklets into the Foundation Level teaching and learning program in the English KLA. As a result, the English teachers of Foundation embedded the Foundation grammar scope and sequence within the context of their text type, used the Foundation grammar booklets and adapted their own materials to cover the identified grammar.

Over the course of 2021 a series of short evidence-based instructional videos have been produced teaching specific grammar items, EAL/D pedagogy and current TESOL theory. 19 grammar booklets were developed which support the grammatical knowledge in context (using multi-modal stimuli based on the latest SLA research) for EAL/D students (beginning and emerging) to progress across the IEPCF. A website which hosts the videos and booklets was created. In addition, a Teams site was created and managed, which gives DoE teachers access to the website and associated resources, as well as being a platform for teachers (within and beyond the school) to engage in professional discourse with each other and the administrator.

Zoom tutorials were facilitated with colleagues beyond the school, assessing students' work, providing colleagues with resources and a planned curriculum which was tailored to support them move individual students and their specific learning needs along the mode continuum.

A change from the original plan was expanding the initiative into primary schools and providing them with access to the resources to support their teaching.

The booklets and videos provide a practical example of how and when to teach the grammar underpinning the IEPCF text types and allows teachers of beginning EAL/D students critical supplementary learning activities to accompany the IEPCF learning outcomes. This initiative ensured that the grammar underpinning the Foundation curriculum is evidence-based, high-challenge and enables all Foundation students to effectively develop their knowledge understanding and skills within their zone of proximal development (ZPD - Vygotsky).

The text types and model texts were analysed to ensure the grammar needed was comprehensively addressed. Allocations of the grammar booklets were made for each of the text-types which were cross-mapped to the IEPCF learning outcomes. All English registers were reviewed to ensure English teachers were using the booklets and teaching the grammar in context linked to their specific text-types.

Covid prevented the expansion of this initiative as we were unable to visit collaborating schools nor provide face to face PL.

Feedback from this initiative, data from TEAMS and program registers show that teachers have found the booklets to be extremely valuable.

 The impact in 2021 has been:

- Significantly, over a dozen schools across NSW now have access to the curriculum based on the grammar booklets and the videos to support pedagogy.
- 100% of English Foundation programs have these grammar booklets embedded. We are now confident that the grammar is taught in English KLA in the correct sequence following the latest research in second language acquisition.

A barrier faced by teachers of Beginning and Emerging EAL students is the absence of a grammar guide in the IEPCF; and for primary teachers of Stage 3 students, lack of access to the IEPCF. The grammar booklets and videos fill that gap as they explicitly support the teaching of grammar.

Next year, we will expand the development and implementation of videos and booklets because the resource will support consistent, school wide delivery of grammar (within the school) and continue to support EAL/D pedagogy (beyond the school) and provide targeted support where needed. PL will be provided within and beyond the school because there was an identified need to increase knowledge of and skill in teaching the English grammar system.

Leading in the classroom

In term 1, contingency teachers worked within 3 mainstream high schools and collaborated around their experiences and approaches for supporting EAL/D students in fortnightly meetings. A survey was devised and subsequently distributed at the end of each term to collect impact data and inform approaches for the next term. In term 2, a cross-school contingency team was developed to share experiences and align with a common approach to delivering support in high school settings. The contingency team developed a structured approach to working with staff and students in mainstream high schools and explored the alignment of the ESL scales and the learning progressions and opportunities for providing professional learning for mainstream high school co-teachers.

The team collaborations moved into the development of a professional learning session aimed at sharing their experiences and bringing awareness to staff at CSIEHS of EAL/D student needs in mainstream High schools to inform the transition programs at CSIEHS. The contingency team delivered structures around EAL/D progressions and explored strategies for differentiating resources and assessment notifications.

Covid-19 impacted the timeframe for delivering the PL from week 1, term 3 to week 7, term 4. Staff and students continued their collaboration and support of mainstream high schools through online platforms. The Stage 4 program revision was delayed until 2022.

A key enabler of this strategy was the professionalism and flexibility of CSIEHS staff in not only building positive relationships with teachers and students at contingency high schools, but in their collaborative approach to exploring support needs within with mainstream high schools. This was evidenced by the feedback surveys of each term where staff and students reported positive impact in student achievement and high appreciation of specialist EAL/D support within classes. Over the year, there were 37 high school teachers supported, 664 students supported in class including 28 Central Sydney student Targeted Transition support.

The contingency team collaboration enabled the Professional Learning opportunity in term 4 as a result of a recognised need for embedding strategies that familiarise students with high school assessment notifications, minimum standards requirements and improving strategies to approaching these tasks and criteria. The second was a focus on literacy demands in high school and the need to introduce a wide range of tier 2 and tier 3 vocabulary - high challenge/high support in transition level programs to 'bridge' the gap between high school settings.

Feedback from contingency teachers indicated that structured, formalised Professional Learning opportunities within the mainstream context were made difficult due to learning from home and staff turnover.

The impact in 2021 has been:
- Strengthened alliances with contingency high schools, their EAL/D teams and the development of shared strategies that better supported EAL/D students in mainstream schools.
- CSIEHS teachers have an increased awareness of the literacy demands of mainstream high schools.

The experiences of contingency teachers, collated school survey data and PL session evaluation indicates overall, the high impact of EAL/D support in contingency high schools. Document analysis of teaching programs and resources demonstrate a range of EAL/D specific differentiated strategies and support was implemented in the mainstream high schools. The staff feedback surveys indicated that 88% of teachers would like the support to continue and they can now implement strategies to differentiate and scaffold teaching resources and assessment tasks. The students in mainstream high schools rate the support provided 75% very helpful. 50% of students want the support to continue whilst 32% were unsure. The mainstream EAL/D coordinator data indicated that the contingency teachers provided specialised support for developing and emerging EAL/D students who often slip under the radar.

Next year,we will continue to develop and deliver strategies to support Transition students in contingency high schools. We will initiate a transition support teacher resource because we have recognised a need from the contingency data for the continued support of CSIEHS transitioning students. We also recognised the need to track post-transition student language levels because there was an identified gap in the tracking of students and in turn, where to best direct support.

Additionally, we will also work with staff to revise transition programs by embedding findings from contingency high schools to better prepare our students through transition. This feedback will also be shared with contingency high school EAL/D teams to further support teaching practice across the contingency schools.

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
Teachers in community of schools can access evidence based resources to support EAL/D pedagogy for Foundation Level.	Over 12 schools across NSW have access to the curriculum based on the grammar booklets and the videos to support their EAL/D pedagogy.
Raise staff awareness/ understanding of mainstream high school EALD requirements.	100% of staff indicated a deepened understanding of content level and mainstream high school resource and differentiation needs for EAL/D students. 94% of CSIEHS staff indicated a moderate to large extent of deepened understanding around how the learning progressions are used in high school and how they are aligned with the ESL scales.
Moving towards Excelling in the SEF themes, Professional learning.	Self-assessment against the School Excellence framework shows the theme of Professional Learning to be trending towards Excelling.

Strategic Direction 3: Community Connections

Purpose

Our purpose is to build strong and effective partnerships with our community of schools and families to enhance student learning.

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.

- New Arrival Diagnostic Assessment Program
- Parent and Carer Partnership

Resources allocated to this strategic direction

Summary of progress

We are fostering positive community connections with staff in our community of schools and with our parents and carers through the following:

New Arrival Diagnostic and Assessment Program (NADAP).

Over the course of 2021, as part of the school's IEP Contingency Strategy, this initiative has been implemented to help equip our in-area primary schools with baseline assessment data to identify and help meet the needs of their EAL students in over ten primary schools many of whom have been impacted severely by COVID-Lockdowns. Assessments have been created, refined, administered and results evaluated. Feedback has been provided on templates which cross-map ESL Scales and EAL Progression by doing so, we have been able to identify students' strengths and weaknesses and provide indications of next steps. Professional Learning was provided through observation of the assessment process, feedback reports and ongoing professional discussion.

The NADAP Assessment Tool we have developed, trialed and improved has been highly effective in providing primary colleagues with fresh insights into the L2 progression of their Beginning and Emerging EAL Stage 3 students. NADAP staff commitment to continuous improvement has resulted in a highly effective NADAP tool. By specifically targeting Stage 3 New arrivals, we were better able to support more schools and to address the needs of their EAL students with the greatest needs.

Another enabler has been our existing on-arrival assessments developed over the course of the program, and our online assessments developed over the year for our offshore students. SD2 Leading in the virtual sphere greatly assisted teachers in developing their skills to better differentiate for the students assessed. Primary teachers have access to grammar videos and booklets to support their teaching of Beginning EAL students.

Inhibitors have been our limited experience with Stage 3 students and the absence of a senior assessor (Term 4). As our experience assessing Stage 3 students increased, our tool cross-mapping the ESL Scales to the EAL Progression has had to be adjusted. COVID Lockdown necessitated taking the NADAP tool to an online platform with its embedded time constraints. This has made the diagnosis process more difficult, in particular diagnosing Reading strengths and weaknesses.

The impact in 2021 has been:

- NADAP teaching staff have demonstrated and shared their expertise with primary schools
- Through collaboration and modelling we have built capacity in primary school teachers to interpret the assessment and provide targeted support for Stage 3 EAL New Arrivals
- The NADAP tool can now be used by primary teachers.
- 5 members of staff now trained in administering the NADAP tool and all team member indicated that they are highly confident in administering the NADAP tool.

Next year, we will share our expertise, resources and support primary EAL pedagogy by continuing to flexibly support primary schools with EAL diagnostic assessment and provide teachers with relevant professional learning for Beginning EAL students. We will also explore ways of eliciting meaningful feedback from primary schools because there was a gap in feedback data.

Parent and Carer Partnership
At the beginning of 2021 a Parent and Carer online communication platform was established and channels were created

in languages of the school's community enabling parents and carers to access and respond to communication in their first language. The Family-Schools Partnership Framework was used as a tool to ensure that the school effectively communicated and connected with parents and carers, consulted with them and built community.
The enablers of this initiative included the resources allocated to the provision of professional translations of communication to Parents and Carers in the LOTE channels

Barriers to implementation included difficulties some parents and carers had in accessing the hub due to technological issues which was resolved by school staff providing one to one assistance. Data shows that communication was active, frequent and culturally appropriate, taking into account the school's cultural and linguistic diversity, that it was a two way exchange between families and the school, that it acknowledged and celebrated families' input, that it offered strategies for family support and encouragement of children's learning at school and that it ensured families understood the school's strategic directions.

Positive changes have included increased parent and carer engagement with the new digital platform and the development of technological skills in the SLSO staff using the features of Microsoft Teams.

Data that provided the evidence of impact included parents and carers reactions and responses in the hub and responses to surveys.

Next year in this initiative we will continue to provide opportunities for parents and carers to engage in a range of school related activities to help build the school as a cohesive educational community.

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
New Arrivals Diagnostic assessment tasks developed, trialled and refined in community of schools.	NADAP for both online and face to face assessment tasks have been developed, trialed, administered and refined in over 10 primary schools. Capacity has been built in primary school teachers to interpret the assessment and provide targeted support for Stage 3 EAL New Arrivals.
Development of online Reading, Writing & Oracy assessment tool.	An online Reading, Writing & Oracy assessment tool has been developed, trialed and refined. NADAP teaching staff have demonstrated and shared their expertise with primary schools and primary school teachers can now use the NADAP tool.
Parents and carers from diverse cultural and linguistic backgrounds express satisfaction with the way in which the school promotes positive community relations through effective communication channels.	Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Community satisfaction and Excelling in the element of Community engagement.

Funding sources	Impact achieved this year
Socio-economic background $13,442.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Central Sydney Intensive English High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • Employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. • Providing students without economic support for educational materials, uniform, equipment and other items. **The allocation of this funding has resulted in:** Supported students demonstrated positive engagement with their learning and increased confidence in speaking tasks as demonstrated by strong attendance (94.3%). **After evaluation, the next steps to support our students with this funding will be:** Continue to provide support to allow students to fully participate in all aspects of school life.
Low level adjustment for disability $114,374.00	Low level adjustment for disability equity loading provides support for students at Central Sydney Intensive English High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. **The allocation of this funding has resulted in:** The Learning and Support Team was established and worked collaboratively with parents, students, teachers and SLSOs to develop Personalised Learning and Support Plans for students with identified learning needs. All teachers of Intermediate Level used student PLSPs to design and implement teaching and learning programs that support student learning and reflected these in programs and registers. **After evaluation, the next steps to support our students with this funding will be:** We will work with staff to establish clearly communicated personalised learning processes which include PLSPs and the implementation and monitoring of SMART Goals. This is because there is no current, clearly defined process for monitoring the of achievement of SMART Goals and evaluating the success of the interventions. Staff will document learning adjustments in programs/registers Intermediate and Transition Levels from Term 1, 2022. Teachers will be required to document adjustments at Foundation and Preliminary Levels in programs/registers from Term 3, 2022.
COVID ILSP	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by

| $46,216.58 | the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • Employment of teachers/educators to deliver small group tuition.
 • Providing targeted, explicit instruction for student groups in literacy/numeracy EALD individual needs based.
 • Releasing staff to participate in professional learning.

The allocation of this funding has resulted in:
Analysis of the data showed that the small group tuition has been implemented effectively for identified students in Years 7 & 8. The professional learning supported teachers with the design and delivery of an effective program.

After evaluation, the next steps to support our students with this funding will be:
Continuation of the program in 2022. |

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	78	67	54	37
Girls	45	68	55	32

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	97.9	96.4	94.4	94.8
8	98	93.1	88.4	95
9	94.7	92.3	94.6	96.7
10	95.3	96.3	92.8	90.6
11	88.2	89.3	87.5	81.4
All Years	95	94.3	92.2	93.7
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
All Years	88.3	87.9	89.5	85.7

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	5.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.3
Other Positions	21.7

*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	2,416,350
Revenue	5,787,621
Appropriation	5,716,869
Sale of Goods and Services	5,646
Grants and contributions	23,485
Investment income	996
Other revenue	40,625
Expenses	-4,974,615
Employee related	-4,614,109
Operating expenses	-360,507
Surplus / deficit for the year	813,006
Closing Balance	3,229,356

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

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	127,816
Equity - Aboriginal	0
Equity - Socio-economic	13,442
Equity - Language	0
Equity - Disability	114,375
Base Total	2,184,134
Base - Per Capita	66,560
Base - Location	0
Base - Other	2,117,574
Other Total	3,141,403
Grand Total	5,453,353

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.

Parent/caregiver, student, teacher satisfaction

Parents and carers completed a survey which focussed on the areas of learning, teaching and wellbeing . Parents and carers expressed high levels of satisfaction with the education their child received at the school. Parent/carers indicated that their child's learning needs were being met and they felt staff encouraged their child to do their best. In the theme of wellbeing, parent/carer results also indicated high satisfaction rates and specifically highlighted that their child felt safe and liked being at school. They believed the school supported positive behaviour. An area identified for improvement was homework: parent/carers believed their child did not receive enough homework..

Students were asked to complete surveys about their online learning experiences to ensure quality lesson delivery that would meet the needs of EALD learners. 65% of students expressed a high level of satisfaction for their online learning experience and only 2% of students surveyed indicated they were dissatisfied with their online learning experience. 61% of students expressed satisfaction in their ability to complete their school work whilst learning from home. While 55% of responses indicated students felt satisfied with online teacher communication, 37% of students felt that it could have been better, pleasingly 70% of students surveyed a second time during online learning indicated they were satisfied with teacher communication. The majority of students surveyed responded positively and felt they had learnt "a lot" during this period of learning from home.

Teachers completed an annual survey to gauge satisfaction in the areas of school environment, leadership and data informed practices. 91% of staff indicated (very true- mostly true) they felt respected and supported at school and their voice and perspective are valued. 91% of staff indicated (very true - mostly true) that there is ongoing professional learning and growth at the school. 94% of staff indicated that the professional learning experiences at school are aligned with the strategic plan and the professional learning experiences are designed to support collaboration among staff. 97% of staff indicated (very true- mostly true) that data informed decisions, guide the selection of improvement initiatives in the school and 88% of staff surveyed indicated the focus of improvement efforts was in changing systems and practices to better support students.

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.