

2021 Annual Report

Great Lakes College Tuncurry Campus



8289

Introduction

The Annual Report for 2021 is provided to the community of Great Lakes College Tuncurry Campus 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

Great Lakes College Tuncurry Campus

Northern Parkway

Tuncurry, 2428

<https://glctuncurr-h.schools.nsw.gov.au>

glctuncurr-h.school@det.nsw.edu.au

6555 0500

School vision

The learning community of Great Lakes College Tuncurry Campus believes in providing inclusive, holistic and innovative learning experiences. This belief drives the practices across our school enabling students to achieve their personal best.

We strive to realise the Great Lakes College Vision and Mission:

" To ensure every student who leaves Great Lakes College is well prepared for a lifetime of ongoing learning and informed and active citizenship. Each student will leave Great Lakes College with knowledge, skills and attributes that will help equip them for meaningful work and satisfying careers.

We aim to:

- Improve school performance and student outcomes
- Improve ongoing teacher quality
- Strengthen school leadership
- Build pathways to lifelong learning

School context

Great Lakes College Tuncurry Campus is one of three campuses that constitute Great Lakes College. Our campus is for students in years 7-10. We deliver a comprehensive and responsive curriculum for students in Stage 4 and Stage 5. Through agreement with the Senior Campus of Great Lakes College, we facilitate early commencement of Stage 6 subjects to provide a responsive and flexible education pathway for individual students. Our diverse curriculum offering is further strengthened by access to Vocational Education Training with external Registered Training Organisations and the provision of a Trade Training Centre on site.

We have an Education Support Unit containing four classes. Students with additional learning needs have access to specialised learning for intellectually mild, moderate and severe cognitive disability. We also provide support through a multicategorical class for students with additional emotional and cognitive needs.

Situated on the lower Mid North Coast of NSW, the school is built on the traditional lands of the Worimi people and 10% of our students identify as First Nations people. The Gathang language is the first language spoken in the area. An additional 2% of our student population has a language background other than English.

Employment in the local area is largely driven by the industries of tourism, aged care and associated trades. 15% of our families have identified a Tertiary Education level of Bachelor or Above. The Family Occupation Education Index of Great Lakes College Tuncurry Campus ranges from 113-109 (the range is 0-300). When compared to like schools, Great Lakes College Tuncurry Campus has three times the complexity of students who reside in official out of home care arrangements. Our community access to health and wellbeing support resources is reliant on families being able to travel to Taree or Newcastle (30 minute or 2 hour travel times respectively), which are the closest large regional centres.

In response to the findings of our detailed Situational Analysis in 2020, we have identified the need to further develop our structures focussing on:

- improved student literacy and numeracy results
- student wellbeing
- the creation of a learning culture of high expectations and purposeful curriculum

These three areas have been developed in consultation with and agreement of students, parents, staff and members of the Great Lakes community.

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

To improve student learning outcomes in relation to reading and numeracy, we will develop, implement and sustain a whole-school approach to embedding contextually relevant, evidence informed teaching strategies across all Key Learning Areas (KLAs). This will be supported by embedded and ongoing data analysis and evaluative practice. This will help ensure students leave the campus with the skills to meet the increasing literacy and numeracy demands required to successfully engage in the workplace.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$19,500.00

Socio-economic background: \$26,520.00

Summary of progress

The two major focal points of Strategic Direction 1: Student Growth and Attainment for 2021 was to build teacher capacity to:

- use data to inform their teaching practices and ensure students are being met at their point of need
- use the evidence-based teaching practice of close reading to improve student comprehension and equip students with the skills to unlock higher order meaning in more complex texts
- use the QuickSmart to target an improve the numeracy needs of identified students

As the first year of the new School Improvement Plan, the campus chose to invest staff time into High Impact Professional Learning. Teachers were explicitly taught the targeted reading strategies, as well as how to access and utilise the SCOUT platform to identify the specific literacy and numeracy needs of each of the students in their classrooms.

All staff were given the opportunity, in faculty and/or executive teams, to learn how to use the different applications in the SCOUT platform to mine student data, as well as use it to identify each student's point of need and the relevant strategies to target those needs. Staff articulated this understanding of their students and their needs through the creation of class profiles and applied it through the embedding of targeted strategies within program, evidenced by teacher registrations.

Focusing on the identified need to improve students' skills in reading, the campus dedicated a large portion of its professional learning time to developing teacher capacity in this area. Through executive, faculty and staff meetings, all teaching staff were given access to engage in a series of professional learning designed to develop their understanding of close reading and that equip them with strategies they could use to embed that within their classrooms. Specific focus in 2021 was given to the strategies of 'think-alouds' and 'textual annotation' to develop the reading skills of all students. Professional dialogue on the use of these strategies was scheduled during faculty and staff meetings to ensure all teachers had the support to effectively implement these, as well as time to reflect on how to improve implementation. To set up a focus group to track sample student learning outcomes in relation to reading, two classes (8G & 8U) were established. Due to the many interruptions to the 2021 school year (flooding, state wide lock down and temporary school closure etc), it is not possible to accurately assess student growth at the time of reporting.

To target the numeracy skills of students requiring intervention, both the campus' LaSTs, Aboriginal Education Workers and a number of Student Learning and Support Officers completed the QuickSmart Facilitators professional learning course. Implementation of this has begun in 2021 and will grow in 2022.

In 2022 in this initiative, we will continue to build staff capacity in relation to close reading and data use. As a part of this, we will ensure incoming staff are given an opportunity to complete the professional learning rolled out in 2021 and that all staff will be provided with the chance to engage in collegial discussion and peer observation to refine the effectiveness of implementation. Ongoing short formative assessment will also be introduced as all Stage 4 classes to continue to identify student/class point of need, as well as to track effectiveness of the initiative. 2022 will also see the school build on its focus of developing teacher capacity and students' skills in relation to multiplicative thinking.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Working towards the achievement of system-negotiated targets:</p> <ul style="list-style-type: none"> • More than 14.6% (system negotiated target baseline) of students perform in the top two NAPLAN bands in reading. • More than 16.3% (system negotiated target baseline) of students perform in the top two NAPLAN bands in numeracy. 	<p>In 2021, the school did not meet the projected target of students performing in the top two NAPLAN bands in either reading or numeracy. This may be attributed to the many disruptions to student learning, in year leading up to the examinations, as a result of remote learning (2020), flooding (2021) and numerous staffing changes (2020/2021).</p>
<ul style="list-style-type: none"> • More than 57.4% of students achieve or exceed expected growth in NAPLAN reading (system-negotiated target baseline). • More than 58.8% of students achieve or exceed expected growth in NAPLAN numeracy (system-negotiated target baseline). 	<p>In 2021, the school did not meet the projected target of expected growth in either reading or numeracy. This may be attributed to the many disruptions to student learning, in year leading up to the examinations, as a result of remote learning (2020), flooding (2021) and numerous staffing changes (2020/2021).</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching</p> <p>Element: Professional Standards</p> <ul style="list-style-type: none"> • Focus theme: literacy and numeracy focus <p>Element: Data Skills & Use</p> <ul style="list-style-type: none"> • Focus themes: data literacy, data use in teaching & data use in planning 	<p>Professional Standards: In the focus theme of literacy and numeracy, the school has invested significant time in 2021 to providing all staff with professional learning that builds teachers' understanding of effective strategies in explicitly teaching staff how to enhance students' reading skills. The school also dedicated some of its professional learning time to developing staff understanding of why numeracy is relevant to all students and key learning areas. Whilst the school would still be considered to be at the 'delivering' stage, with greater implementation time, it is on track to move to 'Sustaining and Growing' in 2022.</p> <p>Data Skills and Use: In the focus themes of data literacy, data use in teaching and data use in planning, the staff have begun to show growth in this area, evidenced through class profiles and staff teaching and learning folders. Whilst the school would still be considered to be at the 'delivering' stage, with greater implementation time, it is on track to move to 'Sustaining and Growing' in 2022.</p>
<p>Clearly identifiable skills in teaching reading & numeracy</p> <ul style="list-style-type: none"> • All teachers have participated in professional learning where they have been explicitly taught how to use targeted and contextually relevant strategies related to the teaching of reading and numeracy. 	<p>All teachers at the campus have had the opportunity to build their capacity to participate in High Impact Professional Learning. Through staff meetings, faculty meetings and school professional development days, staff were explicitly taught and given time to reflect on the chosen whole targeted reading strategies.</p> <p>Staff were also introduced to the importance and relevance of numeracy across all key learning areas. Through bite sized professional learning at staff meetings, staff also began to build their capacity to embed the teaching of multiplicative thinking into their classrooms; this is a journey that will become a greater focal point in 2022.</p> <p>Teachers were also explicitly taught how to access and utilise the SCOUT platform to identify the specific literacy and numeracy needs of each of the students in their classrooms. This has helped them to further differentiate their teaching to meet each student at their point of need.</p> <p>This impact of this professional learning on teacher practice is becoming increasingly evident through collegial discussion, scheduled reflection and in teacher programming and registration.</p>
<ul style="list-style-type: none"> • All Year 10 students are given the opportunity to sit practice tests ahead of the formalised testing and those who do 	<p>All Year 10 students were provided with the opportunity during Term 1 to sit online practice tests in preparation for the HSC Minimum Standards tests. Students who did not demonstrate the minimum standard in one or more of</p>

not meet the HSC Minimum Standards are given explicit feedback on areas they need to focus on to meet the standards.

- A baseline of the percentage of students, at the campus, achieving the HSC Minimum Standards is established.

the practice tests/the actual HSC Minimum Standards tests were given the opportunity to gain additional targeted support through the small group tuition as part of the COVID ILSP. The individualized student reports garnered from each student attempt were also used to further tailor teacher class profiles and classroom learning activities to provide additional classroom support at students' point of need.

The resultant effect of the above was that:

69% (84) students demonstrated the HSC Minimum Standards across all three areas (writing, reading and numeracy).

94% (155) students demonstrated the HSC Minimum Standards in reading.

89% (109) students demonstrated the HSC Minimum Standards in numeracy.

69% (84) students demonstrated the HSC Minimum Standards in writing.

** Note - these figures did not include students on Life Skills outcomes.*

Strategic Direction 2: Wellbeing; students, staff and community

Purpose

Staff at Great Lakes College will know, care for and support all students. A whole-school approach focused on improving student wellbeing will result in access to a safe, well- resourced and connected school. Students at Great Lakes College Tuncurry Campus will build a stronger level of self confidence, resilience and improved mental health.

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 Processes
- Wellbeing Practices

Resources allocated to this strategic direction

Aboriginal background: \$50,304.00

Socio-economic background: \$81,725.00

6101 Consolidated fund carried forward: \$130,005.00

Professional learning: \$14,000.00

Summary of progress

The two major focal points of Strategic Direction 2: Wellbeing; students, staff and community for 2021 was to improve:

- Wellbeing Processes
- Wellbeing Practices

Resources are used to best meet individual and collective student need by:

- Physical Wellbeing Hub and establishment of Wellbeing Head Teacher position and Student Support Officer role. As part of the Wellbeing Hub specific space will be provided for Aboriginal students and community members to meet and plan for activities that maintain cultural identity while supporting students to transition successfully to Stage 6
- Scope and sequence of wellbeing lessons to be developed and embedded in curriculum delivery for Years 7-10. Lessons to utilise evidenced-based strategies including Love Bites, eSafety Commissioner Education program and Be You Headspace program

For the first year of the new School Improvement Plan, the campus committed resources for the development of a Wellbeing Hub which was staffed by a Head Teacher Wellbeing and Student Support Officer. The Hub area provides a physical space that staff, students and community members can access for additional support for learning and pastoral care needs of individuals enrolled at Tuncurry Campus.

All campus staff were provided with the opportunity to undertake MAPA training and to renew their training. This professional learning was provided to staff to compliment the Trauma Informed Practices of the Berry St model. The language of MAPA is being introduced

Practice: An outcome of the Wellbeing Framework conducted in Professional Learning in 2019, was the decision to dedicate Professional Learning Funds for all staff to participate in the Berry Street Trauma Informed Practice professional learning. The first day of four training days was held on Staff Development Day 3.

A wellbeing day was planned for each year group 7- 10 for each term of 2021. Due to movement to remote learning activities and the COVID guidelines that were introduced in 2021 we were unable to hold the days as planned. The wellbeing of students became a paramount focus during the period of remote learning and to support students during this time the school established a Wellbeing week during Week 9 of Term 3. The Wellbeing Head Teacher established a Wellbeing Google classroom that was shared with all students. The classroom was an organisation structure that provided access to wellbeing resources for all students and staff during the duration of remote learning.

A draft scope and sequence for wellbeing lessons for students in Years 7 through to 10 was developed. Further work will continue in this area during 2022 and will be undertaken in conjunction with the school's review of curriculum offerings and timetable structure.

The review and development of an updated Bullying and Harassment procedure was initiated and will continue in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Achievement of system-negotiated target:</p> <p>Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 62.3%</p>	<p>The Tell Them From Me Wellbeing data for 2021 indicated a decrease to 57.46%. However, student responses in the April survey indicated a 5% increase for Sense of Belonging, a 0.3% increase for Advocacy, and Expectations increased by 0.4%. The April results demonstrated that the campus was at or above NSW Govt Norm for both Advocacy and Expectations. The November survey was conducted after COVID lockdown and we clearly saw a decline in student wellbeing as a result of remote learning and the COVID guidelines implemented to maintain a COVID safe school site.</p>
<ul style="list-style-type: none"> • Well being Head Teacher for 3 year temporary contract (timeframe 2022-2024) has been appointed by the end of Term 3. • Timetable for 2022 has specific period allocation and trained teacher to deliver Well being program. • Internal data source: Surveys based on National Day of Action Against Bullying and Violence demonstrates more than 50% of students identify Tuncurry Campus as a friendly and welcoming campus. this would be an increase of 5% on the baseline data 	<p>A Wellbeing Head Teacher was appointed through the merit process and the successful applicant began working in Term 4 2021 once the relievieng staff member took leave. The contractual position will run from 2021-2024.</p> <p>A review of curriculum hours was undertaken. Periods were identified where a lesson could be removed from the curriculum and replaced with a fortnightly Wellbeing lesson for each year group. A draft scope and sequence was developed and delivered to the school executive for feedback and adjustment. 4 members of staff undertook training in the Love Bites program.</p> <p>The student survey based on the National Day of action Against Bullying and Violence resource was not conducted in 2021. Changes in staff through the year combined with remote learning and the impact of COVID restrictions on the school resulted in this action being deferred to 2022.</p>
<ul style="list-style-type: none"> • 100% of teachers have undertaken MAPA training or refresher course. • 100% of teachers have begun the Trauma Informed Practice Berry St training. 	<p>100% of staff were provided with the opportunity to undertake MAPA training or the refresher course in March 2021.</p> <p>All staff present on the day completed Day 1 of Trauma Informed Practice Berry Street training completed on School Development Day Term 3.</p>

Purpose

Great Lakes College Tuncurry Campus will strive for excellent teaching and learning in every classroom. We will provide a responsive and future focused curriculum which will be delivered by passionate, planned, prepared and present teachers. This will result in the provision of culturally rich, dynamic and inclusive learning opportunities for all students. Students of Great Lakes College Tuncurry Campus will improve their attendance and participation rate because they want to learn at this school.

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.

- Engaging with school through learning
- Teacher Collective Efficacy in action

Resources allocated to this strategic direction

Professional learning: \$27,467.00
School support allocation (principal support): \$1,420.00
Socio-economic background: \$163,891.00
6300 School and Community Sources: \$72,358.00

Summary of progress

Our focus in 2021 was to review and develop a culture of high expectations at Tuncurry Campus. Our high expectations were to be demonstrated through an increase of students attending more than 90% of the school year and all staff improving their professional practice as a result of strong educational leadership and teacher collective efficacy.

This involved the development of school based teams focussing on Student Attendance, Aboriginal Education, Disability and Inclusive practices, the Learning Environment and High Potential and Gifted Education. External agencies were engaged to work with staff to undertake cultural surveys and to gain insights into the current practices that reflect the culture of students, staff and community at Tuncurry Campus. The implementation of a Deputy Principal position focussed on Learning and Leading actions in the school also allowed for the implementation of internal data collection and analysis by staff to identify areas of need and actions required to allow the realisation of the culture of high expectations we are moving towards.

As a result we have been provided with external reviews of our systems and practices from independent agencies including the Department of Education Safeguarding Kids Together, Health and Safety Department to help drive practice in 2022. All staff are able to identify and apply practices that reflect teacher collective efficacy and as a result we have been able to articulate what high expectations across our school look like.

Next year will focus on implementing the recommendations of the external reviews and moving to introduce Instructional Practices Inventory to provide staff with even more specific and explicit reflective data to drive our cultural shift.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • A school attendance action plan has been developed and is being implemented. • Incremental increase of the percentage of students attending school more than 90% of the time. 	<p>A school attendance team was formed. The school attendance action plan was reviewed and adjusted to include a fortnightly recognition and reward process for students.</p> <p>The percentage of students attending school 90% or above varied significantly from term to term in 2021.</p> <p>Term 1 27.5%</p>

<ul style="list-style-type: none"> • A school attendance action plan has been developed and is being implemented. • Incremental increase of the percentage of students attending school more than 90% of the time. 	<p>Term 2 42.2%</p> <p>Term 3 67.2%</p> <p>Term 4 24.4%</p> <p>The cumulative result for student attendance at 90% or above was 38.30% for 2021. The rate of attendance was significantly impacted by COVID restrictions and remote learning.</p>
<ul style="list-style-type: none"> • Baseline data of % of students who of students who maintain original Stage 6 course selection from Year 10 through to end of Year 12. is established. • Tell Them From Me Survey results indicate increase % of students aspiring to finish high school. 	<p>No baseline data was collected in 2021. This action did not take place due to lack of staff and COVID restrictions which did not allow cross school interaction between staff.</p> <p>Data indicates a decrease of 3% in the number of students aspiring to finish high school.</p>
<ul style="list-style-type: none"> • Cultural surveys conducted and completed. 100% of staff have participated in the process across administration and teaching areas of the school. • 100% of Head Teachers and School Executive staff have completed the AITSL 360 leadership reflection tool. Executive PDP is adjusted to reflect findings of the tool. 	<p>100% of School administration staff participated in the Cultural Survey process.</p> <p>100% of teaching and non teaching staff were provided the opportunity to participate in focus groups and survey completion for the Safe Guarding Kids school review.</p> <p>The ATSIL leadership reflection tool was not completed in 2021 and will be moved into the 2022 implementation plan.</p>
<p>Time on Task analysis is undertaken each term of 2021.</p> <p>Incremental increased % of students on task in all classes is evident from baseline data collected in 2020.</p>	<p>The Time on Task analysis was conducted in Term 1 and Term 2 of 2021. There has been an incremental increase of 11% between 2020 and 2021.</p> <p>As a result of remote learning the analysis was not conducted in Term 3.</p> <p>The campus was significantly impacted in Term 4 by a loss of 5 teaching staff who did not meet the revised employment criteria from the Department of Education. The school was only able to source 2 qualified teaching staff to replace the 5 staff lost. As a result, classes in Years 9 and 10 were collapsed to reduce the number of classes to be covered and teachers were required to teach classes outside of their area of training. Based on the significant changes to teaching staff and class structure it was decided not to undertake the Time on Task analysis in Term 4.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$225,029.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Great Lakes College Tuncurry Campus 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"> • 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 <p>The allocation of this funding has resulted in:</p> <p>Identified students receiving direct support with learning activities in their classrooms to assist with completion of work and learning assessments. When identified by the student and family SLSO support was also provided in playground areas during non structured recreation times to assist students with social and emotional needs and positive interactions with their peers.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To ensure planning meetings occur at the beginning of 2022 with students and families to direct the funded support in specific areas of need for the identified student. During the meetings a review of allocated funding will occur to ensure the support provided meets the needs of the student in 2022. Should the funding not meet the identified needs further support from the school's Learning and Support team will be accessed to look to provide support that will be fit for purpose.</p>
<p>Socio-economic background</p> <p>\$280,136.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Great Lakes College Tuncurry Campus 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"> • Wellbeing Processes • Wellbeing Practices • Engaging with school through learning • Numeracy • Teacher Collective Efficacy in action • 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 implement [program/initiative] to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through Quick Smart to support student learning • employment of additional staff to support Quick Smart program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Faculties identified that through the use of additional funds to resource their curriculum areas students achieved:</p> <p>Increase in students achieving in the Top 4 bands in NAPLAN reading Year 7 (50 students in 2021 as opposed to 47 students in 2019)</p>

<p>Socio-economic background</p> <p>\$280,136.00</p>	<p>Increase in the percentage of students in Year 9 in the top two bands for reading in NAPLAN (11.4% in 2021 as opposed to 10.5% in 2019)</p> <p>Purchased texts were accessible for students of all levels at GLCTC. This is evidenced by the student results in the Book Review Assessment (Year 7) and the Creative Writing Assessment (Year 8).</p> <p>All students in Years 7-10 were able to access the mandatory elements of the curriculum as well as elective courses of their choice. No student was disadvantaged in relation to undertaking elective classes based on the financial cost of the resources associated with the courses.</p> <p>Funding allocated to the QuickSmart program allowed for 8 staff to be trained to deliver the literacy and numeracy intervention programs. The program delivery in 2021 resulted in all students showing growth in both speed and accuracy in numerical calculations and reading, even with the interruption of COVID through the latter part of the year. During this time, students were able to participate in an on-line delivery of QuickSmart, interacting and engaging with their peers, SLSO's and teaching staff. More importantly, students wanted to keep up their learning and continue accessing the program which greatly affected their overall results, progress and re-engagement when we returned to face to face learning.</p> <p>Funding allocated to the continued upgrade of technology within the school enabled all students to have access to physical technology through laptops and Ipads to assist in learning activities within all classrooms. During the remote learning period Tuncurry Campus loaned devices to students to enable them to access learning online thus ensuring continuity of learning for all students.</p> <p>A physical wellbeing hub was established which provided a centralised space in the school that students could access when requiring additional support for their mental health and welfare needs. The Hub was accessed formally on 184 occasions by individual students to gain support from the Student Support Officer who was able to triage the student need and provide immediate support for anxiety and wellbeing needs or food and equipment needs. Students who required external supports were referred onto other agencies for support.</p> <p>Not all funds allocated to programs were expended in 2021 due to changes in school operations based on COVID guidelines that were operational in schools.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to enable all students to have equitable access to the curriculum delivery at Tuncurry Campus Socio Economic funds will be allocated to faculty delivery in 2022.</p> <p>The establishment of a Wellbeing Hub was successful and will continue to be supported in 2022.</p> <p>The Quicksmart intervention programs will also be continuing in 2022.</p> <p>Wellbeing activities that were unable to be delivered in 2021 due to COVID restrictions will be delivered in 2022 with the support of this funding.</p>
<p>Aboriginal background</p> <p>\$50,304.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Great Lakes College Tuncurry Campus. 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"> • Wellbeing Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students

<p>Aboriginal background</p> <p>\$50,304.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Year 7 students feeling supported and included as members of the Tuncurry Campus school community. This was demonstrated in the Tell Them from Me survey results of 2021 with an increase of 33% in the area of Advocacy, 6% in the area of Expectations for Success and, 21% increase in the area of Sense of Belonging. Year 7 students were at State level or well above the positive % for the state in all three areas. Year 8 students responses indicated an increase in a Sense of Belonging however their Positive % for Advocacy at School and Expectations for Success declined. Year 9 students responses indicated a decline across all 3 areas of Advocacy, Expectations and Belonging. Year 10 students responses indicated an increase of 6% in the area of Expectations for Success but a downward trend in a Sense of Belonging continued and for the first time there was a decline in the student response in relation to Advocacy at School.</p> <p>After evaluation, the next steps to support our students with this funding will be: To increase focus on the cohort who will move from Year 9 into Year 10 in 2022. This will require additional time and support with targeted programs and individualised responses to ensure they increase their sense of Advocacy, Expectations and Belonging. This will be crucial to ensure they move successfully into Stage 6 and complete a HSC. The programs undertaken to support the Year 7 cohort in 2021 will continue in 2022 to ensure that the new students entering Tuncurry Campus build and maintain a greater sense of Advocacy, Expectations and Belonging.</p>
<p>English language proficiency</p> <p>\$4,848.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Great Lakes College Tuncurry Campus.</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"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Students who were identified as requiring additional support were able to successfully access curriculum offerings in the mainstream setting. The additional teacher support assisted with completion of class work and assessment tasks. Teachers also received assistance in adjusting classroom literacy resources to meet the identified need of the individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Through a collaborative evaluation process students will identify the subject areas they wish to access support in during 2022. The identified teacher will again be engaged to support students in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$241,894.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Great Lakes College Tuncurry Campus 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>

<p>Low level adjustment for disability</p> <p>\$241,894.00</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"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Quck Smart Literacy and Numeracy to increase learning outcomes • support for students in in Individual Learning profiles and differentiated programs of delivery in classrooms <p>The allocation of this funding has resulted in:</p> <p>Individualised learning profiles being provided to all mainstream teachers to support identified students in their classrooms.</p> <p>Classroom teachers were provided with professional learning support from Learning and Support Teachers who demonstrated differentiated learning activities and appropriate pedagogical practices in classrooms for students with additional learning needs.</p> <p>Individual students were provided with support to complete assessment work and examinations in line with New South Wales Educations Standards Authority guidelines in preparation for study in Years 11 and 12.</p> <p>Students who were identified as requiring additional learning support by their classroom teachers and/or parents were able to access additional assessment which resulted in individualised support being provided through additional funding accessed through the Department of Education.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to employ Learning and Support Teachers in 2022.</p>
<p>Location</p> <p>\$4,822.53</p>	<p>The location funding allocation is provided to Great Lakes College Tuncurry Campus 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in:</p> <p>Year 10 Marine Studies students were supported to gain their open water scuba diving qualifications as teaching staff were able to be released to attend and supervise the excursion because a casual staff member was available to provide cover for classes at school.</p> <p>Koori girls group were supported to access the Nyiirun Djiyagan Wakulda Women's Festival in Port Macquarie as teaching staff were able to be released to attend and supervise the excursion because a casual staff member was available to provide cover for classes at school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Utilised to support students to access additional activities external to the classroom to enhance their learning opportunites in 2022.</p>
<p>COVID ILSP</p> <p>\$247,307.85</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

COVID ILSP

\$247,307.85

Overview of activities partially or fully funded with this targeted funding include:

• implementation of intensive small group and one to one tuition program that provides support and assistance to students 'point of need' in literacy and numeracy.

The allocation of this funding has resulted in:

- Over 156 students being given one-to-one or small group tuition at their point of need.

- The majority (61 per cent) of students who participated in the tutoring communicated that they felt increased confidence in their literacy and numeracy skills. In particular, in small group rotation two, students reported learning helpful literacy skills (78 per cent) and numeracy (67 per cent) that they were able to use to achieve success in the classroom.

- A significant number of the Year 10 students who participated in the program achieved at or above the HSC Minimum Standard in reading (88 per cent) and numeracy (68 per cent). Of the students who did not achieve the minimum standard in numeracy, 15 per cent showed a marked improvement between their first and final attempt at the test.

- Overall results showed a marked improvement in student skills in reading*

-

Year 7 - 63 per cent

Year 8 - 57 per cent

Year 9 - 84 per cent

All Stage 4 students, who participated in the small groups regularly, have progressed through a minimum of three reading strategies from the Cars and Stars Program and are displaying increased comprehension skills.

Overall results showed a marked improvement in the following percentage of students in numeracy* -

Year 7 - 53 per cent

Year 8 - 63 per cent

Year 9 - 79 per cent

Note - this is based on the pre and post assessment data of students who regularly attended small group rotations 2 & 3.

- Approx. 52 N-Award Warnings being resolved through the support of one-to-one and small group assistance.

- Twenty students who participated regularly in the small groups were recognised by their classroom teachers for improved classroom performance at the campus' academic assembly.

After evaluation, the next steps to support our students with this funding will be:

to continue implementation of the COVID ILSP in 2022 in its current form with the following adjustments:

- increased used of Quicksmart Program (specific intervention program designed for students who experience persistent difficulties in literacy and/or numeracy)

- each small group rotation to begin in weeks 1 or 2 of each term

- each small group will only have one teacher/tutor supporting them, where possible

- consistently use the DoE short assessments across all small group rotations (outside of QuickSmart Program) to track student growth

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	275	283	285	300
Girls	265	246	214	248

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.5	91.3	79.6	84.2
8	88.8	88.6	79.3	81.7
9	85.4	87.3	76.4	82.1
10	86	86	78.7	82.6
All Years	87.9	88.2	78.4	82.8
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
All Years	88.7	88.2	89.8	86.2

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	2	0	0
TAFE entry	6	0	0
University Entry	0	0	0
Other	6	0	0
Unknown	0	0	0

Of the 127 Year 10 students enrolled in 2021 100 of them have reenrolled at Great Lakes College Senior Campus in 2022 to complete Year 11.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Great Lakes College Tuncurry Campus undertook vocational education and training in 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	27.68
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.08
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	1,306,222
Revenue	8,414,018
Appropriation	8,271,780
Sale of Goods and Services	6,029
Grants and contributions	132,809
Investment income	1,285
Other revenue	2,116
Expenses	-8,152,931
Employee related	-7,537,742
Operating expenses	-615,188
Surplus / deficit for the year	261,087
Closing Balance	1,567,310

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	225,029
Equity Total	577,238
Equity - Aboriginal	50,305
Equity - Socio-economic	280,190
Equity - Language	4,848
Equity - Disability	241,895
Base Total	6,102,402
Base - Per Capita	128,100
Base - Location	4,823
Base - Other	5,969,479
Other Total	885,558
Grand Total	7,790,227

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

A parent/ caregiver survey was conducted in Term 4 2021. The survey repeated the questions asked of parents/caregivers in 2020 so a comparison of satisfaction could be made. 10% of the parental and care giver community were surveyed.

Questions included:

1. Has GLC Tuncurry met your expectations for your child's education?

80% of parents surveyed indicated that Tuncurry Campus had meet their expectations, with 27% indicating the educational delivery was above their expectations for their child.

2. Do you know who to approach if you need additional assistance for your child?

67% of respondents knew who to contact at the school to get assistance for their child.

3. If you have had a concern or complaint has this been handled in a timely and effective manner?

53% of respondents indicated they had been satisfied by the manner in which a complaint had been managed. 30% indicated they had not needed to make a complaint

4. How are you finding the new Yonder pouch policy regarding mobile phones? Are they working?

91% of respondents were happy with the introduction of Yondr pouches and the updated mobile phone procedure. The respondents agreed that the new procedure was working, one parent commented that " the kids hate them so they must be working".

5. Overall how would you rate your experience with GLC Tuncurry Campus? Respondents were asked to rate their experience at Great Lakes College Tuncurry Campus from 1 to 10 (1 being poor and 10 being above expectations).

91% of respondents indicated the educational experience provided by Great Lakes College Tuncurry Campus was at or above their expectations. 67% rated the school from 8-10 and 24% rated the school 5-7.

6. Is there anything you would like to see at our Campus that is currently not offered to students?

The following areas have been identified by respondents as a possible improvement or focus for 2022:

- a football oval
- therapy animals
- more opportunities to consult with teachers regarding student progress
- more practice rooms for music
- an agriculture plot
- rapid antigen tests for teachers
- traffic bottleneck on major arterial road to be addressed with local member
- more education dealing with bullying
- more online to further education
- religion
- early support before and after school for students who don't wish to mix with others
- extra activities for middle of the range students
- stricter uniform
- more tutoring on how to use Zoom
- elite sport choice for those talented in that area

The feedback from parents indicates that we need to improve our communication processes and respond in a more timely manner to concerns and complaints.

Parents also wish to see the reintroduction and continuation of activities outside of the set curriculum to enhance their child's whole school experience.

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.