

2021 Annual Report

Tenterfield High School



8358

Introduction

The Annual Report for 2021 is provided to the community of Tenterfield 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 Tenterfield High School we are committed to providing outstanding opportunities for all students so that they can achieve their personal best. We strive to create an environment where every student has the opportunity to improve their learning and extend themselves academically, pursue their interests and grow and thrive in a safe and nurturing learning environment.

School context

Tenterfield High School, situated 18 km south of the Queensland border, is a rural school catering for the needs of approximately 245 students including 18% Aboriginal and/or Torres Strait Islander students. The school caters for students with a range of abilities and includes two multi-categorical classes.

Quality teaching and learning form the basis for excellent educational initiatives. Explicit teaching and high expectations is a focus across the school and literacy and numeracy is embedded in all KLA's. The school achieves excellent HSC results, above state average in several subjects. In 2021 we were recognised for showing some of the most improved HSC results in the state.

Agricultural and successful vocational education programs is a feature of the school. The students are highly active within the community and reach state level in a variety of sporting events. Staff range from experienced to early career and are committed to improving the educational opportunities at Tenterfield High School to reflect future focused teaching and learning. The school enjoys very strong parent and community support with significant ties to the local Aboriginal community, and has in place a highly developed student welfare system.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student achievement in numeracy and reading and show growth in our HSC results through a focus on explicit teaching, high expectations and developing a culture of teachers working collaboratively to analyse data and improve their practice.

Initiatives

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

- Professional Learning
- Collaborative Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$150,407.92

Professional learning: \$17,846.88

Socio-economic background: \$30,000.00

Aboriginal background: \$23,331.65

COVID ILSP: \$178,966.32

Summary of progress

There has been progress made in our whole school approach to student growth and attainment. We explicitly analyse data and implement targeted reading and numeracy strategies into teaching and learning and also identify and extend higher performing students. Our check in data for Year 7, 8 and 9 shows we are above like schools in reading and numeracy and only minimally behind the state. In Year 7 we are almost at state average in both reading and numeracy. Naplan data shows we are moving students out of the lower bands in reading and numeracy but our top 3 bands are not making the required growth. This has been identified as a priority for 2022.

We have reached our target in the HSC and were recognised at a state level for showing one of the largest improvements in our HSC results.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Improvement in the percentage of students achieving in the Top 2 bands to be trending upwards in Naplan reading from baseline 15.7% to lower bound target of 20.2%	8.51% of students achieved in the Top 2 Bands.
• Improvement in the percentage of students achieving in the Top 2 bands to be trending upwards in Naplan numeracy from baseline 19.4% to lower bound target of 23.5%	9.09% of students achieved in the Top 2 Bands.
• Improvement in the percentage of students achieving in the Top 3 bands HSC to be trending upwards from baseline 31.0 % to lower bound target of 40.5%	56.18% of course marks occurring in the Top 3 Bands.
• Improvement in the percentage of students achieving expected growth in reading to be trending upwards from	30.00% of students achieved expected growth.

baseline 57.3% to lower bound target of 63.5%	
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in numeracy trending upwards from baseline 68.1% to lower bound target of 72% 	33.33% of students achieved expected growth.
Increase percentage of Aboriginal students achieving top 3 Naplan Bands in Reading and Numeracy	We have developed Personalised Learning Plans for our Aboriginal students. Support in Literacy and Numeracy is considered in these PLP's.

Strategic Direction 2: Excellence in teaching and learning

Purpose

Our purpose is to achieve excellence in teaching and learning so that every student has the opportunity to achieve their personal best. This will be achieved through having a culture of high expectations and using collaborative and evidence based teaching practices.

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.

- Professional Learning
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$37,000.00

Socio-economic background: \$55,000.00

Location: \$107,169.33

Summary of progress

There has been significant progress made in teacher collaboration and professional learning; led by the newly appointed Head Teacher Teaching and Learning. There has been a move away from executive, faculty and staff meetings, as being information sessions, and the focus is now on professional learning. Faculties use CESE's What Works Best as a best practice model in explicit teaching to improve reading results. The focus for 2022 is for the Head Teacher Teaching and Learning to work with every faculty on a regular basis to further support the explicit teaching of reading in the classroom.

The establishment of a Yr 7 learning team led to a smooth transition for students entering high school and is also reflected in some pleasing data. Year 7 reading and numeracy check in results in Term 4 were the best in the school, significantly above like schools and almost at state average. This approach will be expanded in 2022 with a learning team for Year 7 and Year 8. There will also be a targeted approach to offer extension and enrichment opportunities for identified students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Professional learning is driven by identified student needs in reading . Professional learning is designed to meet student needs, identified through analysis of current system, school and classroom data about progress and achievement.	The Head Teacher Teaching and Learning has led the analysis of Best Start, Check-in and Naplan reading data and has provided teachers with students individual results as well as targeted strategies to improve reading growth across year groups. Executive are supported by a weekly executive leadership program to embed professional learning of specific reading strategies into their fortnightly faculty meetings.
All members of the Yr 7 learning team use data informed practice to collaboratively identify the needs of students and support all teachers to develop effective teaching strategies in reading.	Year 7 learning team was established and led by the Head Teacher Teaching and Learning. This was successful for first semester and led to a shared understanding of students with identified reading needs as well as a collaborative approach to address these. It also led to very successful cross faculty projects. The extended lock down in Term 3 did disrupt this and it was hard to reestablish when students returned to school.

Strategic Direction 3: Building engagement and positive relationships

Purpose

Our aim is to build engagement and positive relationships across the whole school community through effective communication and collaborative practices. This was an identified area of need in our situational analysis and by addressing it we hope to build student agency and improve student well being and engagement.

Initiatives

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

- Whole school Communications Plan
- Wellbeing and Engagement

Resources allocated to this strategic direction

School support allocation (principal support): \$15,345.83

Roll Over Funds: \$88,000.00

Socio-economic background: \$60,125.16

Summary of progress

2021 saw the employment of a community liaison officer (CLO) with the aim of significantly improving our school communication processes and our profile in the community; particularly in relation to increasing student enrolment and attracting and retaining teaching staff. We reinstated the school newsletter, introduced the sentral portal for families and students, increased our profile on social media and advertised widely for teaching staff. The work of our CLO was recognised by the DOE as best practice and was used as a model to support other schools. Our Tell Them From Me data showed an increase in the number of respondents; with 84% of parents/carers happy with our communication processes. Our enrolments remained steady with a noticeable decrease in students leaving for alternative schools and we gained 4 new teachers for the start of 2022. In 2022 we will continue to employ a CLO and parents/carers and students will have access to more features on Sentral: including student reports and student sentral entries.

In 2021 we also introduced a new positive rewards program which was more inclusive and rewarded students for personal effort and improvement, rather than just achievement. Positive sentral entries has increased by more than 200%. In 2022 we will be introducing a more consistent behaviour management policy across the school to further support positive behaviour.

We also introduced a whole school wellbeing program - The Resilience Project. This is an evidence based program which specifically teaches students resilience through gratitude, empathy and mindfulness. Students and staff survey results was mainly positive about the effectiveness of the program and it will continue in 2022. However, it will be delivered in smaller groups, with a more tailored approach to the specific needs of the cohort.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Improvement in the percentage of students attending school 90% of time or more trending upwards from baseline of 53.1% to lower bound target of 59.9%.	39.58% attended more than 90% of the time. Covid-19 significantly impacted our ability to make progress in attendance.
Increased student engagement and well being is evident through improved reduced negative sentral entries and increase in positive sentral entries.	Positive sentral entries increased by over 200% due to the implementation of our positive rewards system. Negative sentral entries remained the same.
There is an increase in the number of parents / carers actively participating in	Covid 19 affected this significantly. At the three school events that were unaffected by restrictions we saw significant increase in parent / carer

supporting and reinforcing student learning as shown by improved attendance at school events.

attendance. Our Yr 7 welcome barbecue was attended by approximately 90% of our families; a substantial increase on previous years. Our two formal assemblies in Semester 1 were also well attended - with nearly all parents or carers of major award recipients attending.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$145,125.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tenterfield High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice • Collaborative Practice • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support curriculum access and program implementation. • supplementation of extra-curricular activities. • providing students with economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: Increased access to curriculum and more literacy and numeracy support for students from lower socio-economic backgrounds. Opportunity to experience extra-curriculum activities that support student wellbeing. Access to uniform and school resources to ensure students are given every opportunity to succeed and thrive at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: More intensive and individualised support with literacy and numeracy to support curriculum access and post-school opportunities. Continued access to extra-curriculum activities, uniform and school resources to support student success and well-being. In 2022 this will include access for every student to have their own device at school.</p>
<p>Aboriginal background</p> <p>\$23,331.65</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tenterfield High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: All Indigenous students meeting minimum standards in Reading and Numeracy in Year 10. Shared understanding of individual students literacy and numeracy needs and sharing of explicit strategies to improve growth. Tell Them From Me data continues to show an increased sense of belonging and advocacy in Aboriginal students in all year levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of an AEO to provide more individual case management and support of Indigenous students. Introduction of cultural and language group for Indigenous and Non-Indigenous students to build a shared</p>

<p>Aboriginal background</p> <p>\$23,331.65</p>	<p>understanding of pride and culture in the school and wider community.</p>
<p>Low level adjustment for disability</p> <p>\$150,407.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Tenterfield High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Greater identification of targeted students individual needs, particularly in Year 7, which has resulted in a lower suspension rate and reduced negative central entries in the year group. Successful transition of students with a disability into the mainstream. Students on Lifeskills, for example, are accessing mainstream classes with teachers successfully supported to make lifeskills adjustments. Increased number of students accessing literacy and numeracy support programs (Macqlit and Quicksmart). All students who have regularly attended these programs have shown significant improvements. Increased number of students accessing assessment support from LaST. All students who have accessed this support have shown significant improvements.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging a learning and support teacher to work with individual students and in a case management role within a whole school setting. This will involve establishment of a specialist learning and support room which students can access.</p>
<p>Location</p> <p>\$107,169.33</p>	<p>The location funding allocation is provided to Tenterfield High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement. • technology support officer to support technology resources. <p>The allocation of this funding has resulted in: Piloted a Bring Your Own Device Program (BYOD) in Yr 7. This led to many students buying their own device at the end of the program so that BYOD can continue for the following year and is more sustainable for the future. BYOD program in Year 7 resulted in improved collaboration amongst Yr 7 teachers as they worked together to implement the program and create cross faculty curriculum and assessment. It also enabled them to upskill the rest of the staff for the implementation of BYOD across the school in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: BYOD policy will be implemented across the whole school in 2022.</p>

<p>COVID ILSP</p> <p>\$178,966.32</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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy • employing staff to supervise and monitor progress of student groups engaging in online tuition in literacy and numeracy. • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. <p>The allocation of this funding has resulted in:</p> <p>13 stage 4 students targeted through the intensive reading program Macqlit which resulted in an average improvement of 31.5% in their reading levels.</p> <p>8 stage 4 students targeted through intensive numeracy program Quicksmart with an average improvement of 35.32% in their numeracy levels.</p> <p>70 students received literacy and numeracy support and support with their assessment tasks. The average improvement in assessment results was 35.32%.</p> <p>All Year 10 students successfully passed their minimum standard test in reading, writing and numeracy.</p> <p>Check in results showed that our reading and numeracy was significantly above like schools in 7, 8 and 9 and only marginally behind state average. Our Yr 7 reading and numeracy results were almost at state average.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Support teachers with professional learning to embed literacy and numeracy support and adjustments and modifications into every classroom.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	119	105	99	101
Girls	145	136	143	136

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.2	91	91.2	83.1
8	89	89.2	86.2	84.7
9	86.1	85.8	88	80.6
10	81.7	86.7	84.8	79.2
11	82.9	91.2	86.5	76.6
12	91.7	92.4	86.5	83.1
All Years	87.2	89.2	87.5	81.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	8.3	25.9	53.6
TAFE entry	2.7	7.4	3.6
University Entry	0	0	39.3
Other	11.1	14.8	0
Unknown	0	0	0

100% of our Yr 12 students are either: employed (casual, part-time, full-time), undertaking further study at university, TAFE or other institution, apprenticed, working while taking a gap year or volunteering to gain employment.

Year 12 students undertaking vocational or trade training

51.28% of Year 12 students at Tenterfield High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.4% of all Year 12 students at Tenterfield High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	17.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.78
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	489,211
Revenue	5,298,750
Appropriation	5,216,568
Sale of Goods and Services	38,700
Grants and contributions	28,203
Investment income	262
Other revenue	15,017
Expenses	-5,212,625
Employee related	-4,708,675
Operating expenses	-503,950
Surplus / deficit for the year	86,125
Closing Balance	575,335

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	318,865
Equity - Aboriginal	23,332
Equity - Socio-economic	145,125
Equity - Language	0
Equity - Disability	150,408
Base Total	4,188,539
Base - Per Capita	61,530
Base - Location	107,169
Base - Other	4,019,840
Other Total	306,435
Grand Total	4,813,839

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

School performance - NAPLAN

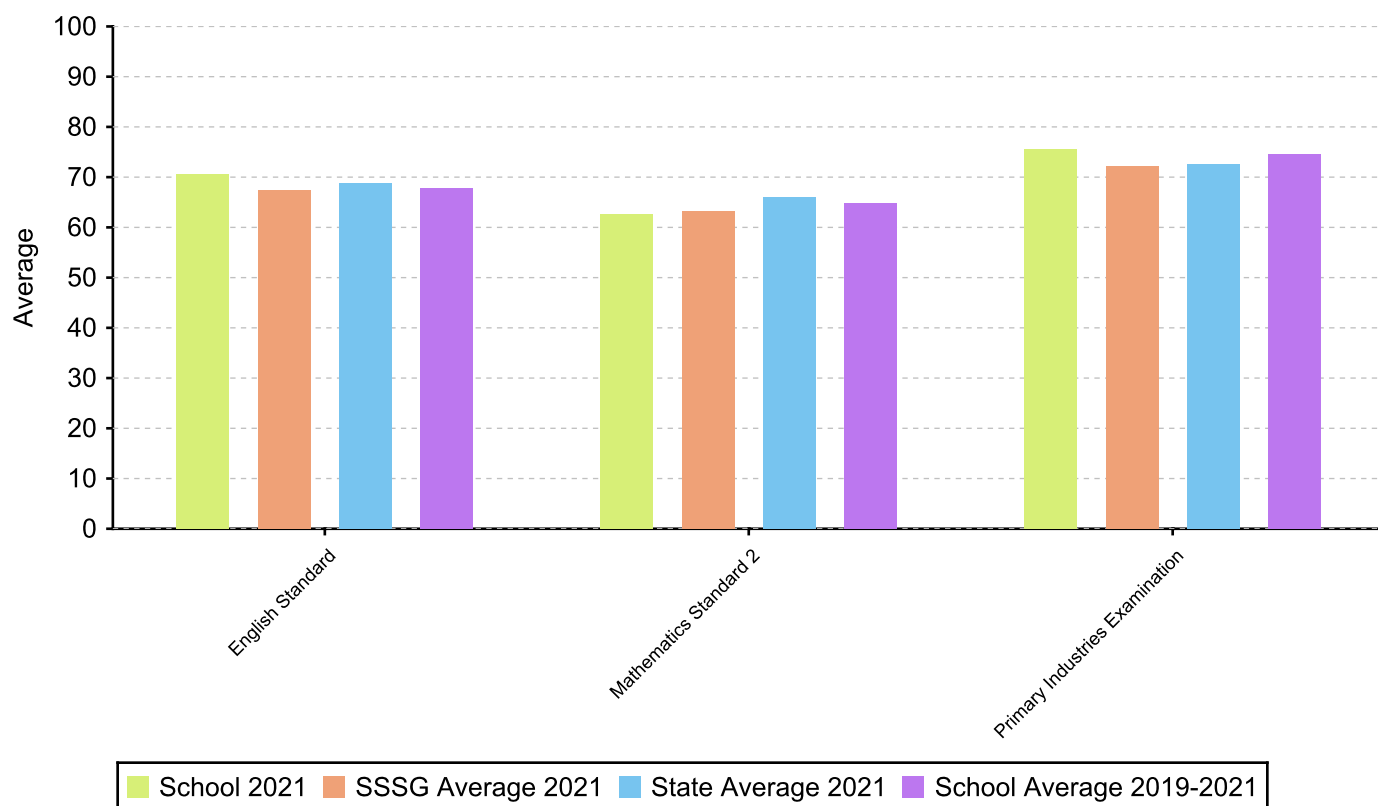
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
English Standard	70.6	67.4	68.8	67.7
Mathematics Standard 2	62.7	63.2	66.1	64.7
Primary Industries Examination	75.6	72.2	72.6	74.5

Parent/caregiver, student, teacher satisfaction

A parent and carer survey was conducted with 36 respondents. The main strength identified for the school was the improvements made in our communication processes. The majority surveyed also reported that they felt welcome in the school, that the administrative staff were helpful, that their child felt safe at school and that they would recommend the school to others. The main concern was the teacher shortage and teachers teaching outside of their specialised areas.

In 2021 all students were surveyed using the Tell Them From Me survey. There was significant improvement in students interest and motivation in their learning and towards school and the effort that they were putting into their school work. Opportunities to participate in extra-curricula activities, a sense of belonging and positive relationships were all lower than the previous year. Covid-19 lock down may have impacted these results.

All staff were surveyed through the Tell Them From Me survey. Satisfaction with the leadership of the school showed an improvement and the range of curriculum and extra-curriculum opportunities presented to students was also identified as a strength. A more consistent approach to behaviour management and more extension opportunities for gifted and high performing students, were areas identified for improvement.

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.