

2021 Annual Report

Swansea High School



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Introduction

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

Our Vision is to care for, know and foster innovative young people who realise their potential through our culture of high expectations and strong partnerships.

Swansea High School aims to build upon *expectations, connections and achievement of all students and staff*.

Swansea High School has an expectation that every student and every teacher will strive for improvement and excellence every year.

School context

Swansea High School is a comprehensive, contemporary, co-educational high school nestled in the picturesque seaside suburb of Caves Beach. With an enrolment of 712 students in 2021, including an Aboriginal student enrolment of 80 students, we are committed to building a culture of high expectations, providing a supportive and innovative learning environment, and fostering strong relationships and partnerships that enable students to realise their potential.

We are a Positive Behaviour for Learning (PBL) school which is student led with high expectations developed by students, for students. The school's PBL values are *Respect, Responsibility, Ready to Learn*. Strong student voice and student leadership programs are a cornerstone for ensuring students are engaged and well connected to the school.

The school is an inclusive education setting with a Special Education Unit consisting of three classes. This is comprised of 2 Multi-Categorical (MC) classes and one ED class for students with Emotional Disorders.

We are committed to incorporating a variety of literacy and numeracy strategies across all Key Learning Areas to improve pedagogical practice and student learning outcomes. Our teaching staff range from very experienced to early career, including 10 Head Teachers. To support our students we have a Business manager, 8 administrative support staff and 5 student learning support officers in addition to our 2 Aboriginal Education Officers. The staff at Swansea High School are dedicated, caring, innovative, focused on continual improvement and support curriculum delivery aimed at meeting the academic and social needs of all students.

Reflecting on our Situational Analysis, the school is currently meeting and exceeding system-negotiated targets in HSC (students attaining Top 3 Bands) and NAPLAN Numeracy (exceeding expected levels of student growth). We are working towards meeting our targets in NAPLAN Literacy and have initiated strategies throughout the School Plan to see improved growth and increase the learning trajectory of students in this area.

Swansea High School is proud of the outstanding Aboriginal Education Programs in place across the school which have proven success in improving student learning outcomes in literacy and numeracy, providing strong partnerships with our local Minimbah Aboriginal Education Consultative Group (AECG), delivering outstanding cultural programs for all students, and ensuring there is strong attendance and transition points in place for all of our students. Our Aboriginal students are supported by two Aboriginal Education Officers and a teacher assigned as an Aboriginal Tutor.

Swansea High School is a proud member of our Galgabba community of Schools. We have a close relationship with our primary schools (Blacksmiths PS, Caves Beach PS, Marks Point PS, Nords Wharf PS, Pelican Flat PS and Swansea PS) and aim to build the academic and social readiness of all students and families for high school through our targeted curriculum links and transition programs.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

We will deliver our school vision of fostering innovative young people who realise their potential, through the development and implementation of high quality curriculum and assessment designed to increase the learning trajectory of each student. We will create a culture of high expectations and use student data to inform our 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.

- Explicit instruction in Literacy and Numeracy
- Improving Teaching, Learning and Assessment
- Aboriginal Student Success

Resources allocated to this strategic direction

COVID ILSP: \$311,716.06

Low level adjustment for disability: \$177,977.49

Professional learning: \$31,500.00

Socio-economic background: \$40,000.00

Aboriginal background: \$73,679.16

English language proficiency: \$4,880.33

Integration funding support: \$49,158.20

Summary of progress

Swansea High School was committed to providing high quality, explicit literacy and numeracy instruction, improving teaching, learning and assessment, and achieving Aboriginal student success in 2021.

Explicit literacy and numeracy instruction

The very foundation of this initiative was to ensure teachers understood and explicitly taught literacy and numeracy to students at all levels of achievement, in all subject areas, in order for every student to be challenged and provided with accommodations and adjustments to lead to expected growth in both areas. In addition to this the school initiated targeted literacy and numeracy support focus groups across Years 7-9. The Learning Support Team analysed student academic data (internal and external data such as PAT and NAPLAN) and determined students to be targeted for literacy and numeracy focus groups. Small groups across Years 7-9 were supported by the Learning Support Team, Student Learning Support Officers (SLSO) and teaching staff, with small group teaching programs identifying specific needs of individual students and differentiated strategies being used to address gaps in literacy learning with focus areas including reading, comprehension and writing. Focus areas within numeracy included problem solving, accessing multiple part questions and accessing numeracy questions that require application of formula or mathematical concept in unfamiliar contexts. A targeted persuasive and creative writing initiative was also designed and implemented.

Impact: The development of these focus groups, in addition to explicit literacy strategies taught across all key learning areas has led to improvement in Year 9 NAPLAN results. Year 9 NAPLAN results in literacy improved significantly with students achieving well above state average in writing and grammar and punctuation. Results for spelling and reading were only marginally lower than state results, however were well above statistically similar school groups.

Focus in 2022: Swansea High School is committed to the ongoing implementation of the Intensive Learning Support Program to explicitly support students in literacy and numeracy. We will continue to identify what growth is expected for each student and work towards students achieving higher than expected growth on internal and external achievement measures.

Improving Teaching, Learning and Assessment

The very foundation of this initiative was to ensure teachers designed and delivered the highest quality teaching and learning programs and assessment to give students the best opportunities to achieve their learning potential. Building the capacity of teachers to improve program and lesson design and deliver high quality subject specific teaching and learning programs and quality assessment that increase the learning trajectory of all students was pivotal to ensuring the success of this initiative. Using HSC Data to inform practice, teachers engaged in a detailed analysis of their HSC subjects to review current teaching practices in their subjects. Formative assessment was also a focus to ensure

students were provided with explicit, specific and timely feedback related to defined success criteria.

Impact: Improvements were made to the school's curriculum documents; teaching and learning programs, assessment notifications, assessment booklets, and scope and sequences. All teaching and learning programs and assessment notifications were designed using the schools new template designs. HSC results indicated continued success in students attaining results in the top 3 Bands. In 2021, 54.14% of students achieved in the Top 3 Bands of the HSC which is similar to the result achieved the previous year in 2021.

Focus in 2022: Swansea High School is committed to ensuring students grow and attain their learning goals through explicit, consistent and evidence-based teaching and learning practices. Every teaching and learning program and assessment task delivered by teachers will be reviewed to ensure it is of the highest quality and is compliant with school-based and NESA syllabus requirements. Our teachers will continue to engage in the key elements of our HSC Strategy to continue the upward trajectory of our student performance in the HSC. Our teachers will continue to evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching and learning in 2022.

Aboriginal Student Success

The very foundation of this initiative was to ensure Aboriginal students progress in their learning and achievement at the same level as all students at the school. We developed and implemented explicit school systems to meet and extend the learning outcomes of every Aboriginal student at the school. This was delivered through the provision of explicit literacy and numeracy instruction and the employment of an Aboriginal Education Tutor. The role of the tutor was to provide individualised support for Aboriginal students in their development of literacy and numeracy skills as well as specific support provided to all Aboriginal students to ensure they are completing all classwork and assessment requirements for every subject.

Impact: Data indicates that many of the school's Aboriginal students have accessed support with the Aboriginal Education Tutor. The percentage of Aboriginal students achieving above expected levels of growth in Year 9 NAPLAN reading were higher than State and SSSG and significantly higher (more than double) in writing. Results in spelling, grammar and punctuation, and numeracy were below State average for Aboriginal students indicating further focus on these domains in 2022.

Focus in 2022: Swansea High School is committed to ensuring that the progress and achievement of Aboriginal students is equivalent to the progress and achievement of all students in the school. We will continue to ensure teachers demonstrate a strong understanding of Aboriginal perspectives and all teachers work in collaboration with parents and community to ensure our Aboriginal students achieve their learning potential.

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
Expected Growth Numeracy: The percentage of Aboriginal and non-Aboriginal students achieving expected growth in NAPLAN Numeracy is trending towards 4% from baseline.	The percentage of students achieving expected growth in numeracy decreased to 46.74% indicating progress yet to be seen toward the system-negotiated lower bound target of 69.97%
Expected Growth Reading: The percentage of Aboriginal and non-Aboriginal students achieving expected growth in NAPLAN Reading is trending towards the 2023 improvement measure of 6.5% from baseline.	The percentage of students achieving expected growth in reading decreased to 43.01% indicating progress yet to be seen toward the system-negotiated lower bound target of 60.02%
NAPLAN Top 2 Bands in Numeracy: The percentage of students achieving Top 2 Bands in NAPLAN Numeracy is trending towards the 2022 improvement measure of 5% from baseline.	The percentage of students achieving in the Top 2 Bands in numeracy decreased to 9.91% indicating progress yet to be seen toward the system-negotiated lower bound target of 21.10%
NAPLAN Top 2 Bands in Reading: The percentage of students achieving Top 2 Bands in NAPLAN Reading is trending towards the 2022 improvement	The percentage of students achieving in the Top 2 Bands in reading increased to 18.58% indicating achievement of progress beyond the lower bound target of 17.70%

measure of 6.5% from baseline.	
Percentage Results in Top 3 Bands in HSC: The percentage of students achieving Top 3 Bands in HSC is trending towards the 2022 improvement measure of 6% from baseline.	The percentage of students achieving in the Top 3 Bands in the HSC increased to 54.54% indicating achievement of progress beyond the lower bound target of 53.70%

Strategic Direction 2: Connection

Purpose

We will deliver our school vision of caring for, knowing, and fostering innovative young people to realise their potential through ensuring every student is *connected* through the development and implementation of high quality personalised learning programs. These will be underpinned by the school's values and high quality relationships.

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.

- Learning & Wellbeing Support
- Student Agency
- Cultural Connections

Resources allocated to this strategic direction

Socio-economic background: \$218,648.65

Professional learning: \$3,800.83

Integration funding support: \$67,270.80

Aboriginal background: \$14,000.00

Summary of progress

Swansea High School was committed to caring for, knowing, and fostering innovative young people to realise their potential through the development and implementation of high quality personalised learning programs. This Strategic Direction was underpinned by the school's values of respect and responsibility and high quality relationships.

Learning and Wellbeing Support

The very foundation of this initiative was to ensure that every student at Swansea High School is known valued and cared for, and ensuring school systems and processes actively support this. A specific focus was applied to ensure the school's Learning Support Team (LST) had adequate systems in place to ensure all students requiring personalised learning support and learning adjustments had the necessary plans in place and that these plans were utilised by teachers to guide their teaching practice. A Student Attendance Strategy was developed by the school's Head Teacher Administration with specific emphasis on enhancing the school's attendance policy and procedures.

Impact: The school established two additional Head Teacher positions - Head Teacher Wellbeing and Head Teacher Learning Support. A considerable shift in practice was developed to ensure enhancement of the school's learning support and wellbeing systems and processes. Self-assessment against school based targets and the School Excellence Framework indicated an improvement from 'Delivering' in the 'Wellbeing' domain to 'Sustaining and Growing'. There was a strategic and planned approach to developing whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. While the school made significant improvements in the implementation of our attendance policy and procedures, we did not see an improvement in the level of student attendance. This will continue to be an area of focus in 2022.

Focus in 2022: Swansea High School is committed to prioritising positive, respectful relationships among students and staff. Establishment of a Student Support Officer position at the school will further promote student wellbeing to ensure optimum conditions for student learning across the whole school. Continued evaluation and refinement of our learning support systems and processes will continue to be a priority.

Student Agency

The very foundation of this initiative was to ensure students continue to have an active voice and genuine influence over their learning and their learning environment, provide opportunities for students to develop their leadership capabilities in a range of different contexts pertaining to their life and performance at school and in the wider school community. There continues to be high impact student leadership programs across the school that promote a strong culture of student agency. These programs include the Senior Leadership Team (School Captains & Prefects), SRC, Student Working Party, Peer Support, delivery of the Stage 5 Peer Leadership/Mentoring Course, and the newly developed Sound & Lighting Crew.

Impact: The percentage of students reporting positive wellbeing (expectations of success, advocacy and sense of

belonging) as measured by the Tell Them from Me surveys was 65.08%, indicating achievement of progress beyond the lower bound target of 63.45%. The school continued to improve social, emotional, behavioural and academic outcomes for all students through renewed focus on the school's PBL program. There was effective implementation of processes and practices that lead to increased time focused on learning instruction, improved social-emotional wellbeing, and positive and respectful relationships among students and staff.

Focus in 2022: Swansea High School is committed to ensuring students continue to be active stakeholders in their own educational pathway. Opportunities will exist for all students to have an active voice in their education and life at the school, not just students involved in the SRC or Student Working Parties.

Cultural Connections

The very foundation of this initiative was to ensure Aboriginal students were attending, engaged and achieving. Aboriginal students across all year groups engaged in cultural programs such as cultural art, dance, didge groups for boys, yarning circles, NAIDOC Week activities, and native food lessons.

Impact: Aboriginal student engagement in cultural programs is high with students reporting positive satisfaction in their participation in cultural activities. The relationship between the students and the Aboriginal Education Officers at the school continue to be a pivotal aspect in ensuring students continue to build cultural connections at the school.

Focus in 2022: Swansea High School is committed to ensuring 100% of Aboriginal students will have a meaningful Personalised Learning Pathway (PLP) in place that is visible to their teachers and parents, and informs future educational directions for each student. The school and it's staff will demonstrate that they value and respect the identity, culture, heritage and languages of our Aboriginal 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
Wellbeing: The percentage of students reporting positive wellbeing (expectations of success, advocacy and sense of belonging) is increasing towards the 2022 improvement measure of 9.5%.	The percentage of students reporting positive wellbeing (expectations of success, advocacy and sense of belonging) as measured by the Tell Them from Me surveys was 65.08%, indicating achievement of progress beyond the lower bound target of 63.45%
Attendance: Percentage of students attending school 90% or more of the time is trending towards the 2022 improvement measure of 4.5% increase from baseline.	The percentage of students attending school 90% or more of the time was 45.38% indicating progress yet to be seen toward the system-negotiated lower bound target of 60.02%
School self-assessment of the School Excellence Framework (SEF) element of 'Wellbeing' indicates improvement from Delivering towards Sustaining and Growing (school based target).	<p>Self-assessment against school based targets and the School Excellence Framework indicates an improvement from 'Delivering' in the 'Wellbeing' domain to 'Sustaining and Growing'. There is a strategic and planned approach to developing whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. There is evidence that:</p> <ul style="list-style-type: none"> - The school plans for and monitors a whole school approach to student wellbeing and engagement - Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. - There are well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. - Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.
Network Target: Increase the	At the beginning of Year 12 there were three students enrolled in Year 12.

<p>proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identify. This includes a combined network uplift trending towards 24% from baseline data.</p>	<p>Two of these students completed Year 12 and achieved their Higher School Certificate. One Aboriginal student left school at the beginning of Year 12 and commenced an apprenticeship.</p>
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Strategic Direction 3: High Impact Learning Community

Purpose

We will deliver our school vision of realising potential through a culture of high expectations and strong partnerships through the continued development of our high leverage relationships and networks. Continued investment in quality school infrastructure will enable us to achieve our vision of fostering innovative young people.

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.

- Internal Professional Networks
- External Professional Networks
- High Quality Infrastructure

Resources allocated to this strategic direction

School support allocation (principal support): \$34,251.24

Professional learning: \$16,858.00

Integration funding support: \$17,000.00

Socio-economic background: \$54,629.00

Summary of progress

Swansea High School was committed to delivering the school's vision of realising potential through a culture of high expectations and strong partnerships through the continued development of high leverage relationships and networks.

Internal Professional Networks

The very foundation of this initiative was to ensure all students are taught by high performing teachers. Building the capacity of staff to demonstrate a high performance culture, with a clear focus on student progress and achievement and high quality teaching has been an area of focus. Every staff member at the school has a quality Performance and Development Plan (PDP) in place with school negotiated goals clearly linked to AITSL Teaching Standards. There was a cyclical process in place across the school for staff at all levels (teaching and SASS) to engage in a meaningful Professional Development Framework process.

Impact: While self-assessment against school based targets and the School Excellence Framework indicates the school is still achieving at 'Delivering' in the 'Educational Leadership' domain, there is a strategic and planned approach to developing educational leadership practices that result in sustained and measurable whole school improvement. There has been an improvement in the provision of the teacher performance and development policy and both teaching and non-teaching staff proactively seek to improve their performance.

Focus in 2022: Swansea High School is committed to the development of high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team will participate in capacity development programs and implement principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. We will evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

External Professional Networks

The very foundation of this initiative was to ensure teachers are on a path of continuous learning and development through quality relationships and collaborative practice with staff in other schools. Establishment a professional learning community which is focused on continuous improvement of teaching and learning supported by high leverage, collaborative and harmonious relationships continued to be fostered. These Networks included the continuation of existing relationships with our local AECG, the Galgabba Community of Schools, Lake Macquarie East High Schools (Belmont and Lake Munmorrah High Schools), and teaching subject Association Networks, Head Teacher Networks, and Senior Executive Network Associations.

Impact: Despite the difficulties associated with engagement in quality, meaningful professional networking during COVID-19 restrictions, the school was still able to enhance relationships with our key external professional networks. High leverage relationships and networks will continue to be an area of focus in 2022.

Focus in 2022: Swansea High School is committed to enhancing professional networks and associations and build productive links with the wider community to improve teaching and learning. We will be focusing on the development of collective efficacy between the Galgabba Community of schools as well as the Lake Macquarie East high schools to promote the upward trajectory of learning of all students. The school will work with the local Minimbah AECG to ensure effective consultation occurs on all matters related to the education of Aboriginal students and in developing and implementing policy and programs for the education of Aboriginal students.

High Quality Infrastructure

The very foundation of this initiative was to ensure our students have the opportunity to reach their potential in a high quality, innovative learning environment. Particular emphasis was placed on will have infrastructure in place that supports every student at the school to realise their potential in an environment that is conducive to innovative learning. This includes having a quality physical environment throughout the whole school, quality learning spaces where every classroom is an environment conducive to learning, and infrastructure that supports every student at the school having their own device every day to support their learning.

Impact: While self-assessment against school based targets and the School Excellence Framework indicates an improvement from 'delivering' in the 'School Resources' domain to 'sustaining and growing'. There is a strategic and planned approach to ensuring resources are strategically used to achieve improved student outcomes and high quality service delivery. Upgrades to school infrastructure included air conditioners being installed across 5 classrooms and the Library as part of the Cooler Classrooms initiative. An upgrade to the roof of the Library was also completed. There is still considerable efforts required to improve the technology infrastructure at the school in 2022.

Focus in 2022: Swansea High School is committed to advocating strongly for the resourcing needs of the school. Particular priority will be focused on securing enhancements to the school's technology infrastructure.

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
School self-assessment of the School Excellence Framework (SEF) element of 'Educational Leadership' indicates improvement from Delivering towards Sustaining and Growing (school based target).	<p>Self-assessment against school based targets and the School Excellence Framework indicates the school is still achieving at 'Delivering' in the 'Educational Leadership' domain . There is a strategic and planned approach to developing educational leadership practices that result in sustained and measurable whole school improvement. There is evidence that:</p> <ul style="list-style-type: none"> - The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. - The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. - Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. - The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community
School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice', 'Professional Standards', and 'Learning and Development' indicates improvement from Delivering towards Sustaining and Growing (school based target).	<p>Self-assessment against school based targets and the School Excellence Framework indicates an improvement from 'delivering' in the 'Effective Classroom Practice' domain to 'Sustaining and Growing'. There is a strategic and planned approach to improving classroom practice. There is evidence that:</p> <ul style="list-style-type: none"> - Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching

<p>School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice', 'Professional Standards', and 'Learning and Development' indicates improvement from Delivering towards Sustaining and Growing (school based target).</p>	<p>practices are effective.</p> <ul style="list-style-type: none"> - Teachers regularly use student progress and achievement data to inform lesson planning. - Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. - Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. - A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.
<p>School self-assessment of the School Excellence Framework (SEF) element of 'School Resources' indicates improvement from Delivering towards Sustaining and Growing (school based target).</p>	<p>Self-assessment against school based targets and the School Excellence Framework indicates an improvement from 'delivering' in the 'School Resources' domain to 'Sustaining and Growing'. There is a strategic and planned approach to ensuring resources are strategically used to achieve improved student outcomes and high quality service delivery. There is evidence that:</p> <ul style="list-style-type: none"> - The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. - Technology is effectively used to enhance learning and service delivery. - Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,429.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Swansea High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning & Wellbeing Support • External Professional Networks • Aboriginal Student Success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students with identified learning and support needs being supported in the classroom, in the playground and in extra-curricular activities through the employment of SLSOs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support student inclusion, engagement, learning and positive behaviour planning for 2022.</p>
<p>Socio-economic background</p> <p>\$313,277.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Swansea 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"> • Student Agency • Learning & Wellbeing Support • Improving Teaching, Learning and Assessment • External Professional Networks <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement the school's learning support team to support identified students with additional needs • equitable access to specialist resources • employment of additional staff to support Aboriginal Education program implementation • staff release to provide individual transition release preparation support to identified students • resourcing to increase equity 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: Student learning being supported through the employment of additional staffing resources such as additional Aboriginal Education Officer, Head Teacher Wellbeing and Learning Support, Deputy Principal.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to evaluate the impact of these additional staff and the cost of</p>

<p>Socio-economic background</p> <p>\$313,277.65</p>	<p>these within the school resourcing model.</p>
<p>Aboriginal background</p> <p>\$87,679.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Swansea 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"> • Cultural Connections • Aboriginal Student Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in: Employment of the school's Aboriginal Education Officers to support Aboriginal students in wellbeing, attendance, retention and engagement through cultural programs and activities. The school also employs an Aboriginal Education Tutor to assist students with their literacy and numeracy development. SLSO support is also provided to students requiring additional support in any extra-curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure the Aboriginal Education Officers and Aboriginal Education Tutor are receiving continued professional learning to continue their ongoing quality support of our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$4,880.33</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Swansea High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Student Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Employment of additional LaST to provide personalised EAL/D support for individual students. This personalised student support has included in class support, support with completion of assessment tasks and personalised</p>

<p>English language proficiency</p> <p>\$4,880.33</p>	<p>learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluate the additional LaST support with student needs for 2022.</p>
<p>Low level adjustment for disability</p> <p>\$177,977.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Swansea High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit instruction in Literacy and Numeracy • Improving Teaching, Learning and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Life Skills; Individual Learning Plans; HSC Special Provisions • employment of LaST • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Students with disability or additional learning and support needs receiving an adjustment to their learning through specialist support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluate student needs for support in 2022.</p>
<p>Professional learning</p> <p>\$52,158.83</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Swansea High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit instruction in Literacy and Numeracy • Improving Teaching, Learning and Assessment • Learning & Wellbeing Support • Internal Professional Networks • External Professional Networks <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive Conference - School Improvement Plan • HSC Strategy to build teacher capacity in data analysis and Stage 6 writing • School Improvement Plan development - Staff release to complete situational analysis and SIP • Faculty specific PL to support programming and assessment • Analysis of student assessment data and time for this information to be shared between Head Teacher Learning Support, COVID ILSP Teachers and support staff as well as class teachers. • Specific literacy and numeracy intervention strategies for staff engaging in Focus Group instruction. <p>The allocation of this funding has resulted in: Strategic focus on professional development aligned to the School Improvement Plan and Performance and Development Plans.</p>

<p>Professional learning</p> <p>\$52,158.83</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to plan and implement professional learning aligned to our School Improvement Plan and individual teacher Performance and Development Plans</p>
<p>School support allocation (principal support)</p> <p>\$34,251.24</p>	<p>School support allocation funding is provided to support the principal at Swansea High School with administrative duties and reduce the administrative workload.</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"> • Internal Professional Networks • External Professional Networks • High Quality Infrastructure <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employ additional SAS and Business Manager <p>The allocation of this funding has resulted in: Employment of an additional SAS and Business Manager to support administrative improvements in the Front Office.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluate the use of this funding in 2022, to support teaching and learning through more efficient administrative support.</p>
<p>COVID ILSP</p> <p>\$623,432.12</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"> • Explicit instruction in Literacy and Numeracy • Aboriginal Student Success • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students requiring literacy and numeracy support • employing Head Teacher Learning Support (higher duties) to coordinate the program • providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Improvement in specific literacy and numeracy skills for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued planning, implementation and evaluation of the targeted interventions designed by our Intensive Learning Support Program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	349	328	363	340
Girls	314	289	311	322

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.6	92.1	92.1	88.8
8	88.4	87.8	91	84.9
9	85.5	88.2	87.9	82.1
10	82.6	83.1	88	79
11	81.4	83.9	87.6	79.6
12	83.4	85.5	90.4	88
All Years	85.8	86.9	89.5	83.9
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	1	9	1.5
Employment	4	24	59.5
TAFE entry	2.5	8	5.5
University Entry	0	0	31
Other	0	0	0
Unknown	2	2	2.5

Year 12 students undertaking vocational or trade training

16.67% of Year 12 students at Swansea High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.2% of all Year 12 students at Swansea 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)	9
Classroom Teacher(s)	39.7
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	766,183
Revenue	9,707,646
Appropriation	9,572,084
Sale of Goods and Services	13,938
Grants and contributions	121,366
Investment income	257
Expenses	-9,663,141
Employee related	-8,815,377
Operating expenses	-847,763
Surplus / deficit for the year	44,505
Closing Balance	810,689

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	129,919
Equity Total	583,815
Equity - Aboriginal	87,679
Equity - Socio-economic	313,278
Equity - Language	4,880
Equity - Disability	177,977
Base Total	7,805,648
Base - Per Capita	169,145
Base - Location	0
Base - Other	7,636,503
Other Total	401,329
Grand Total	8,920,711

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

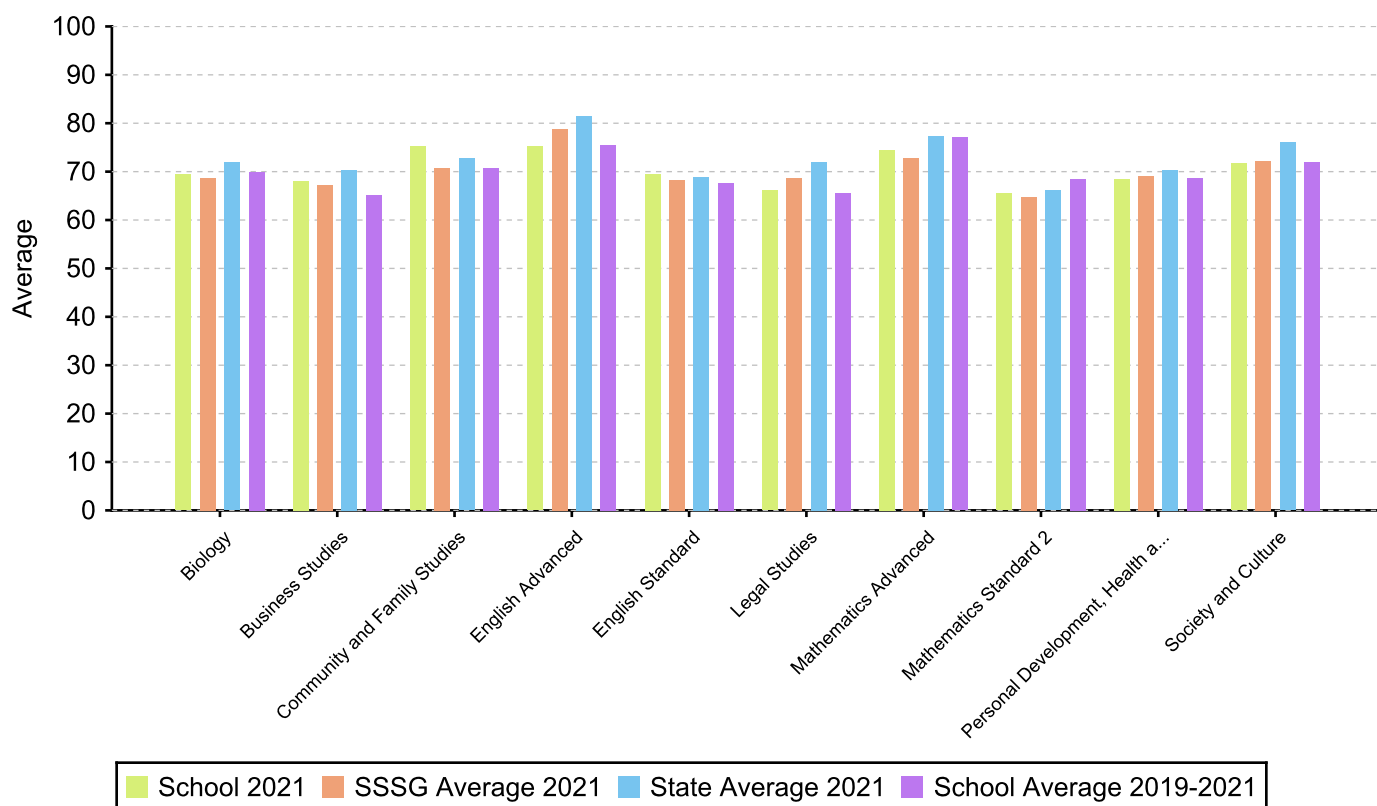
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	69.4	68.7	71.9	69.9
Business Studies	68.0	67.2	70.4	65.2
Community and Family Studies	75.2	70.8	72.7	70.7
English Advanced	75.2	78.8	81.4	75.5
English Standard	69.5	68.3	68.8	67.7
Legal Studies	66.1	68.7	72.0	65.5
Mathematics Advanced	74.4	72.9	77.4	77.1
Mathematics Standard 2	65.5	64.8	66.1	68.5
Personal Development, Health and Physical Education	68.4	69.1	70.3	68.6
Society and Culture	71.7	72.2	76.0	72.0

Our HSC students experienced significant disruption in both their Year 11 and Year 12 studies, as a result of COVID-19. This cohort went through Stage 6 studies in 2020-2021 with two lock downs, leading to extended periods of 'learning from home' during their senior years. The school and community is extremely proud of the perseverance and resilience our Year 12 students demonstrated throughout this period of disruption.

Parent/caregiver, student, teacher satisfaction

Students, Parent and Carers were surveyed and interviewed throughout 2021 through the Year 12 Student Interview process, the Parent Teacher Interview Process, and the Tell them From Me surveys.

Parents conveyed their appreciation and support for the way the school delivered online learning and supported students in their education and wellbeing while engaging in remote learning. Parent satisfaction with the Parent Teacher Interview process was exceptionally high with over 90% of parents reporting great appreciation and support for the way we conducted the online video conferencing as well as our approach to online learning.

Student voice in the school continues to grow, with our key student leadership groups positively influencing school programs, initiatives and personalised support strategies. Students completed the Tell them From Me surveys with data indicating high levels of satisfaction in the domains of 'Advocacy at School', 'Expectations for Success', and 'Sense of Belonging'. In each of these domains, there was a marked positive increase since students last completed the surveys in 2017. In addition to this, Swansea High School scored higher across each of the domains than our Statistically Similar School Groups (SSSG).

Our P&C meetings are held twice each term with a strong team of parents who actively engage in plans to enhance school 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.