

2021 Annual Report

Springwood High School



8446

Introduction

The Annual Report for 2021 is provided to the community of Springwood 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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Message from the principal

At Springwood High School we are creating the generations of the future. All that we do is underpinned by a passion for making a difference in our students' lives and achievements, and being a school for all.

Situated in the suburb of Faulconbridge, our location establishes a significant connection to Sir Henry Parkes and thereby the foundation of public education in this country. This historical inheritance is greatly valued by us. Public education stands for the enhancement of the life chances of our young people. It is therefore integral to enlarging the strength, vitality and development of our communities and our society.

Springwood High School is proudly comprehensive in nature and purpose. We take great pride in the historical inheritance and responsibilities bequeathed to us as a comprehensive school. Accordingly, we affirm our commitment to the values of fairness, equity, difference, diversity and excellence in the service of exemplary educational outcomes for all students. We have a proud tradition of notable achievement delivered through a wide range of academic, cultural, sporting and community endeavours.

Mr Stuart Harvie

Principal (Relieving)

School vision

Springwood High School is proudly comprehensive in nature and purpose, taking great pride in being *a school for all*. Accordingly, we affirm our commitment to the values of fairness, equity, difference, diversity and excellence in the service of exemplary educational outcomes for all students.

We have a proud tradition of notable achievement delivered through a wide range of academic, cultural, sporting and community endeavours.

Our touchstones are:

- **Excellence** - academic and personal excellence within a nurturing and inclusive environment in which the individual is recognised and valued;
- **Creativity** - promoting originality and value in thought and action through the powers of the imagination, self and communal expression, critical thinking and problem solving, and the affordances of technology;
- **Success** - educating and supporting our students to the far reaches of their capacities so that they may succeed at school and in life.

At Springwood High School students are enabled to press onward to the heights of personal achievement.

Key vision statements for student learning include:

- That students strive for excellence in all they do.
- Greet the future with confidence.
- Demonstrate self efficacy and independence.
- Exhibit creative self-expression, critical thinking and problem solving.
- Value diversity, empathise with others, and are ethical in their actions and interactions.

Springwood High School is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

School context

Springwood High School is a comprehensive high school in the mid- Blue Mountains with an experienced and dedicated staff. We have a proud record of academic success. Our school has an enrolment in 2021 of 708 students. We are proudly located on the first nation lands of the Dharug and Gundungurra.

Situated in the suburb of Faulconbridge, our location establishes a significant connection to Sir Henry Parkes and thereby the foundation of public education in this country. This historical inheritance is greatly valued by us. Public education stands for the enhancement of the life chances of our young people. It is therefore integral to enlarging the strength, vitality and development of our communities and our society.

Significant programs foster students' academic achievements, their wellbeing and their personal growth. These include the "Quicksmart" literacy and numeracy program, Year 10 Study Skills and senior school preparation, vocational education, school and zone sports, the band program, and the mentoring of Indigenous students. The creative arts are flourishing and very important in the school's culture.

At Springwood High School we are creating the generations of the future. Our school provides excellent opportunities for individual student success and celebrates outstanding student achievement across many areas of school life. We challenge students to take responsibility for their learning, to become lifelong learners and confident, engaged citizens. Our Springwood High School P and C Association is a powerful advocate for the school and works closely with us in a range of projects.

Our school conducted an extensive situational analysis during term 4, 2020. The result of this work was the identification of key strategic areas for improvement. These areas centred around building teacher capacity to improve student learning, and the deeper development of successful wellbeing processes to ensure that every student is "known, valued and cared for".

Springwood High School is proudly comprehensive in nature and purpose. We take great pride in the historical inheritance and responsibilities bequeathed to us as a comprehensive school. Accordingly, we affirm our commitment to the values of fairness, equity, difference, diversity and excellence in the service of exemplary educational outcomes for all students.

The SHS Learning Centre supports students with individual learning needs. Our Combined Senior Curriculum is a vertical curriculum structure aimed at increasing subject choice for HSC studies. The support unit, located at Glenbrook, enables students with diagnosed mental health issues to achieve their learning outcomes in a smaller setting.

We have strong links with our three main partner public schools. Through strategic work with our partner primary schools we are able to provide holistic, innovative and supportive educational opportunities for all students.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

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.

- The development of excellent staff skills with respect to data analysis
- Highly effective and consistent evidence-based classroom practice

Resources allocated to this strategic direction

Professional learning: \$18,000.00

Per capita: \$79,300.00

Socio-economic background: \$64,000.00

English language proficiency: \$1,500.00

Summary of progress

The extensive period of "learning from home" during terms 3 and 4 of 2021 created significant issues for the progress of the school plan. School resources and planning were devoted to developing systems and practices that supported the continuation of student learning in a remote context. The COVID pandemic also created significant delays in staff professional learning as many courses were postponed or cancelled.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increase in the percentage of Aboriginal students attaining the HSC and trending towards the lower-bound targets.•	Aboriginal student attempting the HSC examinations vary significantly between year cohorts. Trend data indicates a movement towards lower-bound targets. Retention rates for Aboriginal students remain high from Year 10 to Year 12. for 2021. Aboriginal students performed above state average results in HSC Information Processes and Technology, Drama and Visual Arts. The mean HSC mark for Aboriginal students in the Visual Arts course was 75%. Further progress will be assisted with the more comprehensive review of PLPs for Aboriginal students and more targeted mentoring systems within our Dtiatti Aboriginal Leadership Group.
<ul style="list-style-type: none">• Improvement in the percentage of HSC course results in top three bands to the lower bound target 68.3% or above.	Whilst the 2021 HSC results for 2021 were very strong for Springwood High School, the particular impact of the COVID lockdown and its interaction with the Combined Senior Curriculum posed challenges for all students. Tracking towards the lower bound targets continues. Despite these challenges 60.94% of students achieved an HSC result in the top 3 HSC achievement bands. Greater emphasis will be placed on staff PL in teachers focusing on examination performance and ALARM extended writing models.
<ul style="list-style-type: none">• Increase in the percentage of students in the top 2 bands of NAPLAN numeracy toward the lower bound target of 27.8%	NAPLAN results revealed the impact of our school's first attempt at completing the examination in an online format. Further induction for students is needed into 2022 to progress towards lower bound targets. Further intensive literacy work will follow during 2022 to continue to progress towards the lower bound top two bands target of 33.15% in reading. improvement measures will involve student induction into the online testing process to ensure that numeracy and literacy skills are accurately reflected in online tests.

Strategic Direction 2: Excellence in evidence-based teaching and learning

Purpose

Through a thorough investigation of CESE's "What Works Best 2020 Update", all staff will develop a practical understanding of the structures and process to improve teaching practice by working collaboratively within and across faculties. The 8 key lobes of the CESE's research will form the scaffold in the provision of teacher professional learning and be embedded in the operational structures of Springwood High School.

Initiatives

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

- Explicit whole-school implementation of quality teaching practice models.
- Excellent implementation of evidence-based professional learning models.

Resources allocated to this strategic direction

Professional learning: \$58,000.00

Per capita: \$18,000.00

Low level adjustment for disability: \$30,000.00

Summary of progress

The extensive period of "learning from home" during terms 3 and 4 of 2021 created significant issues for the progress of the school plan. School resources and planning were devoted to developing systems and practices that supported the continuation of student learning in a remote context. The COVID pandemic also created significant delays in staff professional learning as many courses were postponed or cancelled.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Staff professional learning centres on the 8 key elements of CESE's "What Works Best 2020 Update"	Considerable amounts of professional development in this priority area was delayed or cancelled as a result of COVID restrictions. Faculty management plans were developed by all teams aligning with the WWB update. School Development Day professional learning during terms 1 and 2 placed the WWB update at the centre of teacher learning. This has also been supported in the embedding of practices from the LEED program. 100% of staff have been inducted into the WWB framework.
<ul style="list-style-type: none">• Staff professional learning pivots to a focus on <i>collective efficacy</i> where a culture of staff sharing is standard practice at all levels.	Collective efficacy remains a core focus for all professional learning within our school. Some planned events were significantly impacted by COVID restrictions during 2021. Staff consultation and synergy was a key focus of this process. Future work in this area will involve a more thorough exploration of Hattie's Visible Learner paradigm. Future planning forms part of the PL calendar for 2022.
<ul style="list-style-type: none">• Improvement in the percentage of HSC course results in top three bands to the lower bound target 68.3% or above.	Tracking towards these goals continues. A key focus has been on students performing at a Band 4 level to improve their examination performance. A School Development Review (SDR) scheduled for 2022 will assist in a more thorough evaluation of the pathways to improvement in this area. Future focus will centre on specific literacy techniques such as ALARM to improve examination responses.

Strategic Direction 3: Exemplary student wellbeing practices and connectedness

Purpose

Springwood High School holds the core value that it is *a school for all*. A deep reflection on the *Wellbeing Framework for Schools* has guided a vision that is deeply aligned to the goal that "every student is known, valued and cared for". Student wellbeing sits at the heart of the wider purpose of school. and involves strengthening the cognitive, physical, social and emotional development of 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.

- Exemplary processes supporting student wellbeing
- Evidence-based programs to develop positive and respectful relationships.

Resources allocated to this strategic direction

Per capita: \$57,900.00

Aboriginal background: \$12,300.00

Integration funding support: \$207,000.00

Low level adjustment for disability: \$136,000.00

Summary of progress

The extensive period of "learning from home" during terms 3 and 4 of 2021 created significant issues for the progress of the school plan. School resources and planning were devoted to developing systems and practices that supported the continuation of student learning in a remote context. The COVID pandemic also created significant delays in staff professional learning as many course were postponed or cancelled.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• That student attendance relating to students attending 90% of the time is tracking to the lower bound target.	The Springwood High School attendance team has worked intensively to case manage specific attendance issues. The team continues to work closely with regional support staff. Individualised case management of attendance has resolved a number of complex cases of poor attendance across year groups. During 2021 55.37% attended school for 90% or more of the time.
<ul style="list-style-type: none">• TTFM data is improving in key areas relating to <i>sense of belonging</i>, <i>expectations for success</i> and <i>advocacy at school</i>.	Pleasing progress continues to be made with respect to TTFM data. Specific improvements in the expectation for success have been very clear. Data analysis has revealed very high "expectations for success" in senior year groups (82% positive). This success is not, however, reflected in some of the younger cohorts. Similarly, in the category of "sense of belonging" an above state average response for senior students (62% positive) is not mirrored in younger year groups. This will be an area of enquiry through 2022.
<ul style="list-style-type: none">• That student attendance relating to students attending 90% of the time exceeds the lower bound target of 66.2%.	The Springwood High School attendance team pivoted to a focus on the monitoring of online learning during the COVID lock down period. This allowed a more student-focused approach to the monitoring of learning. A strong compliance by our community regarding keeping children at home with COVID symptoms during term 4 impacted on our ability to attain lower bound attendance targets.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$207,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Springwood 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"> • Exemplary processes supporting student wellbeing • Evidence-based programs to develop positive and respectful relationships. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Explicit training of teaching staff in evidence-based practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitoring and evaluation of implementation processes to ensure sustainability</p>
<p>Socio-economic background</p> <p>\$64,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Springwood 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"> • The development of excellent staff skills with respect to data analysis <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Increased equity in relation to educational opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued monitoring and evaluation of funding impact</p>
<p>Aboriginal background</p> <p>\$12,300.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Springwood 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"> • Exemplary processes supporting student wellbeing

<p>Aboriginal background</p> <p>\$12,300.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • 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 <p>The allocation of this funding has resulted in: Progress towards state-wide goals for the academic achievement of Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further individualised support for learning in consultation with students and their families.</p>
<p>English language proficiency</p> <p>\$1,500.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Springwood 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"> • Highly effective and consistent evidence-based classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Greater clarity in the targeting of specific learning strategies and approaches for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued monitoring of specific program implementation.</p>
<p>Low level adjustment for disability</p> <p>\$166,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Springwood 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"> • Exemplary processes supporting student wellbeing • Explicit whole-school implementation of quality teaching practice models. • Evidence-based programs to develop positive and respectful relationships. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 • 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: Improved learning and engagement of identified students.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$166,000.00</p>	<p>funding will be: Consolidate practices that have the greatest positive impact on student learning.</p>
<p>COVID ILSP</p> <p>\$173,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Measurable improvement of identified students in standardised assessment tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue small group approach with specialised staff working collaboratively.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	311	317	332	331
Girls	352	327	335	351

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.3	90.3	93.1	90.2
8	89.5	89.1	92.1	84.5
9	86.8	88.4	91.7	83.7
10	80.8	87.9	90.2	81.7
11	84.6	86.2	90.1	88.5
12	87.2	89.6	88.9	86.7
All Years	86.9	88.6	91.2	86
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	5	5
Employment	1	3	15
TAFE entry	1	5	15
University Entry	0	0	55
Other	19	10	10
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

22.92% of Year 12 students at Springwood High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.1% of all Year 12 students at Springwood 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)	40.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
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	701,097
Revenue	9,373,939
Appropriation	9,198,009
Sale of Goods and Services	65,063
Grants and contributions	108,587
Investment income	317
Other revenue	1,963
Expenses	-9,500,996
Employee related	-8,641,147
Operating expenses	-859,849
Surplus / deficit for the year	-127,057
Closing Balance	574,040

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	226,195
Equity Total	284,998
Equity - Aboriginal	27,311
Equity - Socio-economic	64,376
Equity - Language	14,995
Equity - Disability	178,316
Base Total	7,877,328
Base - Per Capita	167,430
Base - Location	0
Base - Other	7,709,897
Other Total	531,152
Grand Total	8,919,673

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School performance - NAPLAN

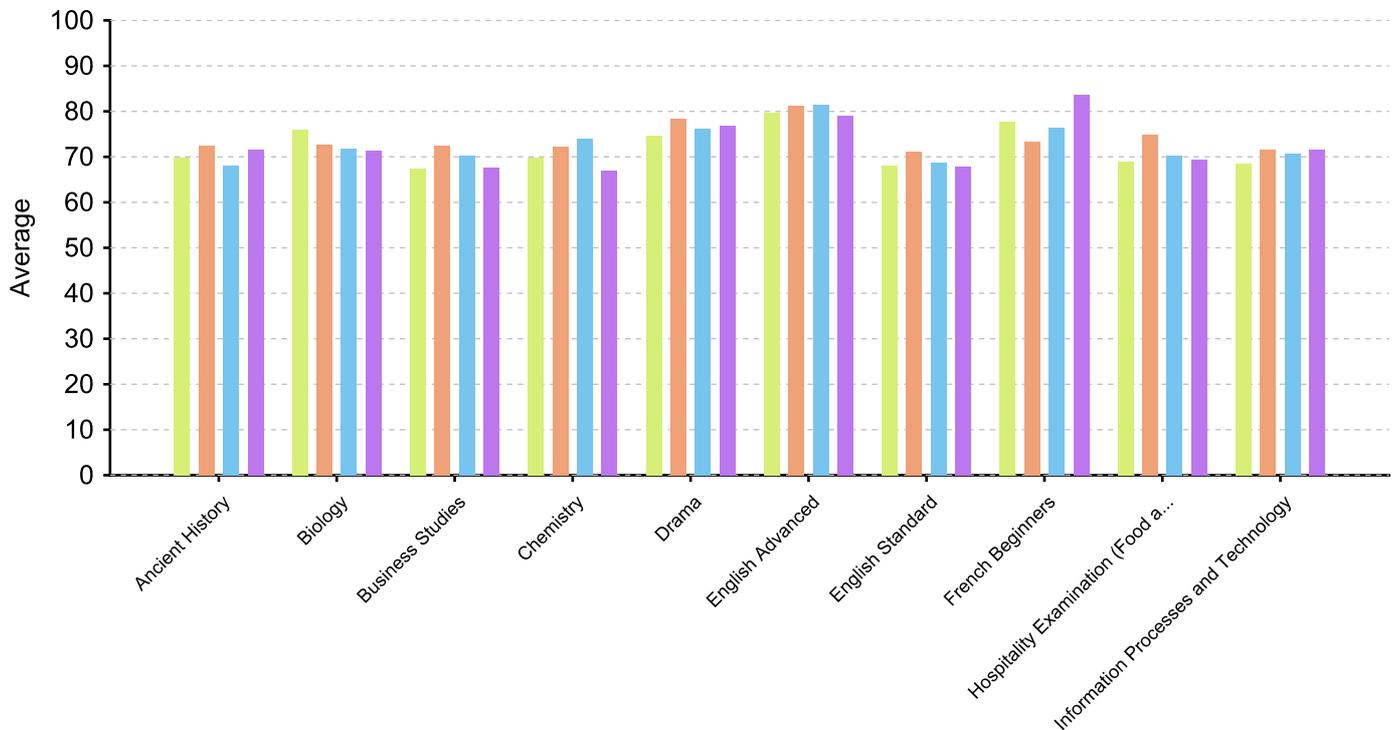
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

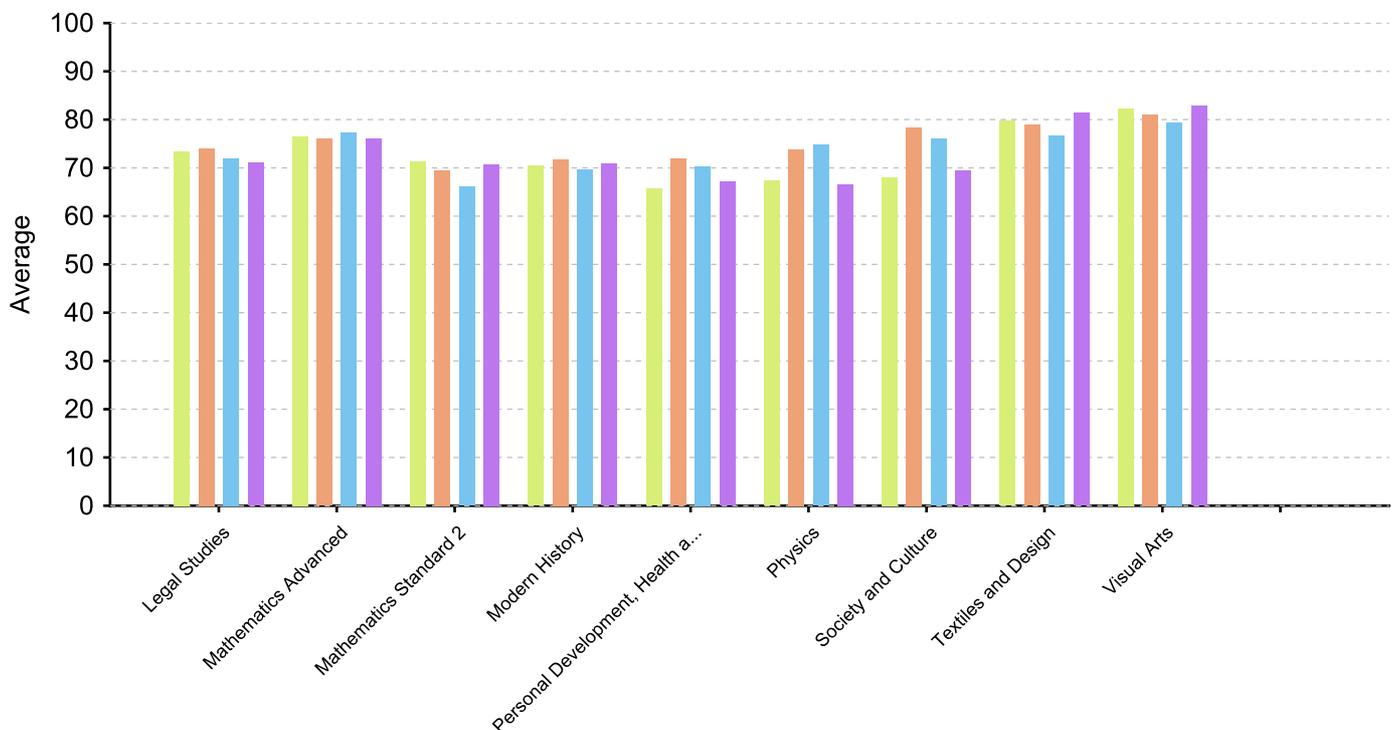
School performance - HSC

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.



Legend: School 2021 (light green), SSSG Average 2021 (orange), State Average 2021 (blue), School Average 2019-2021 (purple)



Legend: School 2021 (light green), SSSG Average 2021 (orange), State Average 2021 (blue), School Average 2019-2021 (purple)

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	69.8	72.5	68.1	71.5
Biology	75.9	72.7	71.9	71.4
Business Studies	67.4	72.5	70.4	67.7
Chemistry	69.9	72.2	74.1	67.0
Drama	74.7	78.3	76.1	76.9
English Advanced	79.8	81.3	81.4	78.9
English Standard	68.0	71.1	68.8	67.9
French Beginners	77.8	73.4	76.4	83.8
Hospitality Examination (Food and Beverage)	68.9	75.0	70.3	69.4
Information Processes and Technology	68.5	71.5	70.8	71.5
Legal Studies	73.4	74.0	72.0	71.1
Mathematics Advanced	76.5	76.0	77.4	76.1
Mathematics Standard 2	71.4	69.5	66.1	70.7
Modern History	70.4	71.8	69.7	70.8
Personal Development, Health and Physical Education	65.7	71.9	70.3	67.2
Physics	67.3	73.8	74.8	66.7
Society and Culture	68.1	78.4	76.0	69.4
Textiles and Design	79.7	78.9	76.6	81.4
Visual Arts	82.3	81.0	79.4	82.8

Parent/caregiver, student, teacher satisfaction

The school utilises appropriate means of collecting feedback from the school community. Feedback from all relevant stakeholders is included. Surveys, P and C association data and teacher feedback all indicated strong levels of satisfaction with the school. The challenges faced in 2021 by the COVID pandemic meant that constant communication and feedback strategies were developed by our school in order to support and direct our processes. Springwood High School utilises a range of appropriate means of collecting feedback from the school community.

Tell Them From Me (TTFM)

TTFM results across the three key domains in Advocacy, Expectations for Success and Sense of Belonging remain consistent across longitudinal time frames. A close investigation of TTFM data has revealed a higher than typical positive response from Year 11 and Year 12 students across all three categories. This trend is not as strongly reflected in Year 9 and 10 students. This indicates a need for further review of wellbeing structures for these year groups. More qualitative data has come from our P and C association who have provided a range of suggested strategies regarding student need and satisfaction. This data has been utilised in many components of school operation.

People Matter Employee Survey

Particularly strong results were achieved in the categories of feeling a strong personal attachment to our school and the ability to of the school to adjust to major events. Similarly, improved strong results were also achieved in categories around school leadership in comparison to previous years. A particularly strong result relates to staff teamwork and collaboration with a 30% increase in positive responses.

Learning from home survey data from students, parents and carers

During 2021, the school spent an extended period in COVID lock down. The school sought specific feedback from our students and families so we could gain a clearer understanding of the ways in which students were engaging with learning materials and to also look at how we could improve our systems. A check-in survey was completed by over 350 people, with approximately 45% of students and 58% of parents sharing feedback. Specific feedback allowed staff to refine practices even further, streamlining systems which supported families and students to find an achievable balance when engaging in learning from home. Through this process, the school was able to understand work patterns for students, the challenges in different households, and then respond by providing increased flexibility and support with learning. They also expressed appreciation for the adjusted systems which would relieve pressure in households where students and parents were learning and working from home and putting pressure on the internet, devices and household schedules.

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.