



# 2021 Annual Report

## Inner Sydney High School



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# Introduction

The Annual Report for 2021 is provided to the community of Inner Sydney 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.

## School contact details

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## School vision

Within a diverse, inner city community, Inner Sydney High School is a world class education facility where students are known, valued and cared for. Students and teachers, as agile, innovative and reflective learners will be supported by parents and key stakeholders to maximise potential for future success and wellbeing. Inner Sydney High School will be a centre of excellence for contemporary learning, providing high quality learning opportunities in flexible learning spaces for students and teachers to collaborate and thrive in a sustainable, stimulating environment.

## School context

Throughout the 20th century this site offered public education to boys and girls from inner Sydney suburbs. Construction commenced in 2018 on this school site at Chalmers St and Cleveland St, Surry Hills to build a new NSW public co-educational high school.

Inner Sydney High School is a comprehensive, co-educational high school accommodating up to 1,200 students by 2025. The school opened with Year 7 students on Day One, Term One in 2020 and will continue to grow year by year with each Year 7 cohort. The school combines unique heritage buildings with a 14-storey high rise tower in the city centre, adjacent to parkland. The school's physical environment is a unique opportunity to drive the Inner Sydney High School's narrative on education in a contemporary learning environment, allowing students to embrace lifelong learning for future success and wellbeing. The educational model of this school is significantly different to the schools of the past with purpose built flexible learning spaces designed for collaboration, co-teaching, and project-based learning.

In 2019, consultation took place between school staff and key stakeholders, including parents and students and successfully developed the school logo, school uniform and school colours. School staff worked with DoE, to establish school processes, systems and procedures which ensured the establishment and transition of the new school. Through innovative professional learning opportunities, newly recruited teachers and support staff explored the knowledge and skills required to take full advantage of the purpose-built flexible learning spaces. This provides the opportunity to be transformational in leading teachers and staff to adopting new ways of working and to thrive in this innovative, contemporary learning environment, beyond the educational precinct.

In 2020, the school opened for Year 7 students and occupied the three heritage buildings - Cleveland (Building 1), Chalmers (Building 2) and Belvoir (Building 3). Building school systems started with a collaborative approach where all students have the opportunity to provide input into wellbeing systems, including behaviour expectations and consequences, student recognition and leadership. Our House systems were established through another collaborative process, involving the P&C student and past students. The COVID pandemic resulted in the school moving to online learning within eight weeks of learning which was made easier with the use of one to one devices and the technology platforms already in use MS Teams and OneNote. Classes continued as normal online and parents received regular school updates via online webinars which included a live Q&A section.

In 2021, Building 4 (name to be confirmed) opened for Year 7 and Year 8 students with a great deal of excitement from students and staff. In 2022 the school welcomed another cohort of Year 7 students as it expanded into Stage 5. Additional staff have been employed to meet the demands of the growing school community. Systems and procedures continue to be refined and updated as staff scale up to the new learning spaces and are aligned with the educational model in place for IN\_SYD.

# 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	Sustaining and Growing
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	Working towards Delivering
TEACHING: Learning and development	Sustaining and Growing
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 adopt high quality, personalised learning experiences to ensure student growth through continual formative practices and evidence informing teaching and learning. This continual evaluation of our formative practices will inform teaching and therefore maximise student growth and attainment holistically.

### 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.

- Formative Assessment
- Literacy and Numeracy

### Resources allocated to this strategic direction

**English language proficiency:** \$126,127.00

**Low level adjustment for disability:** \$67,271.00

**Integration funding support:** \$332,598.00

**Socio-economic background:** \$2,000.00

**Professional learning:** \$15,996.00

### Summary of progress

As a new school, systems and processes were put in place to ensure delivery of the initiative with the implementation of a systematic evaluation plan. A Literacy and Numeracy team was formed. English as an Additional Language/Dialect, Aboriginal, High Potential and Gifted Education and Learning Support needs assessed using data, and systems of support further developed. One area of particular growth was noted in Learning support students where COVID-19 funding enabled targeted tuition of identified students. The delivery of Professional Learning was prioritised with the formation of a team that meets weekly and the delivery of weekly professional learning to all staff which is aligned to the delivery of the Strategic Improvement Plan. A High Impact Professional Learning audit was conducted, indicating the school is excelling in many areas. However, barriers faced include the lack of data available as a new school and the challenges of COVID-19. For example, the school has no Year 7 NAPLAN data for the present Year 9 and we, therefore, attained data from other sources. Furthermore, with the Year 7 NAPLAN test being held, we have attained the goal of establishing baseline data for this group as they move forward.

In terms of the School Excellence Framework, self-assessment shows the school currently performing at Sustaining and Growing in the theme of Data Literacy. The school has conducted professional learning in this area, particularly in the area of formative assessment, and staff leaders have undertaken further training to deepen their knowledge and understanding to deliver to staff. Teachers have analysed lesson samples student Checkpoints to evaluate student understanding and how this informs teaching. As staff are on-boarded in large numbers, a challenge is to ensure all staff have the skills and knowledge to use data effectively to inform teaching and learning and that a systematic evaluation plan is implemented. Significant progress has been made towards this measure with the development of a rigorous and sustained program of staff induction, including the development of a website developed for this purpose. Planning is in place to ensure this is a focus of professional learning in 2022, particularly with the implementation of Learning Sprints and further refinement of the school's model of formative assessment, led by the Assessment Team. The theme of Formative Assessment is also currently assessed as Sustaining and Growing. In moving to Excelling, teachers will become more fluent and flexible in the use of assessment in growing student's attainment as they receive more professional learning and our processes, as a new school striving towards implementing best practice and meaningful innovation, are refined.

### 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"><li>• Many students are achieving top 2 bands in Literacy and Numeracy</li><li>NAPLAN is achieving or exceeding targets based on comparative data from</li></ul>	Systems and processes to assist in the development of literacy and numeracy and the attainment of this goal have been established. Year 7 completed NAPLAN, establishing a baseline for future data measurement of attainment.

<p>statistically similar schools.</p>	<p>The team went beyond the measure with data being gathered from Best Start, NAPLAN and COVID 19 Check In. This was triangulated by the Learning Support and High Potential and Gifted Education teams and processes were established to best support students across all bands. The Literacy and Numeracy team delivered Professional Learning on Literacy Sprints to all team members on the purposeful use of data with planned implementation Term 4. However, this was delayed due to competing priorities with COVID-19.</p> <p>The data gathered from Year 7 was delivered to staff on Learning adjustments and HPGE in response to student need as identified by testing by both Learning Support and the High Potential and Gifted Education Team. Targeted, individualised and small group sprints were implemented by the LaST with data indicating significant growth for all students across a range of measures. This was consistently reviewed with adjustments planned and implemented. This was further reviewed by the Learning Support team at fortnightly meetings.</p> <p>Informal data was gathered through opportunities for students to meet at Learning Hub which continued to run weekly. This was indicative of both those needing additional support and those seeking the extension.</p>
<p>A consistent model of formative assessment is in place.</p>	<p>The school has established a Professional Learning Community focused on developing a consistent model of formative assessment within the school. This group meets regularly and consults with teachers, parents and students concerning formative assessment.</p> <p>Professional Learning has been conducted with all staff to build an understanding of the evidence base for assessment and ensure the development of a common understanding. Teachers have worked in groups, both within and across KLAS, examining assessment tasks, rubrics and feedback to ensure that students are given opportunities for growth and attainment.</p> <p>Checkpoints were implemented as the key component of assessment measures. These were established with the philosophy of being a 'check in' of student progress towards outcomes so that teaching and learning could be responsive and adapt to ensure student achievement. Within this model, students worked to establish goals on the basis of teacher feedback so that they were developing deep understanding of how to continually improve. Further Professional Learning was delivered to teachers to develop their capacity in this area.</p> <p>This was released to parents in a trialled continuous mark book. However, this was reconsidered in light of the complexities of COVID-19. Consequently, the team is investigating a new model of delivery for 2022 in consultation with parents/carers.</p>

## Strategic Direction 2: Innovation and inspired teaching and learning

### Purpose

As a newly established school designed for contemporary learning, our purpose is to ensure teachers are enabled to deliver explicit, consistent and research-informed teaching based on innovation and high expectations. Teachers will reflectively adapt their practice through professional learning and data analysis to ensure the development of students who are lifelong learners who can successfully adapt, collaborate, critically reflect and transition as empowered, responsible global citizens.

### 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.

- Contemporary Teaching Practices
- Distributed and Instructional Leadership

### Resources allocated to this strategic direction

**Staffing Entitlement:** \$18,890.50

**Professional learning:** \$15,996.00

**Low level adjustment for disability:** \$12,573.00

### Summary of progress

Self-assessment against the School Excellence Framework shows the school currently performing at our identified target of Sustaining and Growing in the theme of Expertise and Innovation. The school identifies expertise in staff and uses this to develop its Professional Learning Community. A High Impact Professional Learning audit demonstrated the responsive nature of school systems with weekly professional learning for all staff and for the planning committee. Areas for staff development are consistently monitored and plans implemented. The trialling of innovative, evidence-based practice is core and is shared both within and across Key Learning Areas. It is subject to shared evaluation (for example, in the area of co-teaching) assessed and refined. The school seeks further expertise through accessing outside facilitators and the fostering of community and academic partnerships. Systems are being put in place with onboarding, as we rapidly expand as a new school, to ensure all staff has this contemporary knowledge and the skills to implement, which will move our performance to excelling.

In our second measure of innovation in the domain of Leading, the school recognises the role of authentic and shared leadership in ensuring sustainability and fidelity to shared goals. Consequently, the school is currently performing at Sustaining and Growing in the theme of Instructional Leadership. Systems have been implemented to ensure transparent processes allowing for leadership opportunities in a diverse range of initiatives. This is evident in all elements of school organisation, from Deputy Principal to Head Teachers to Lead Mentors and teams. Systems are in place with staff nominating to act in support roles as they develop skills and knowledge to manage. In moving to excelling, the leadership team will further develop targeted support systems and strategies to ensure these are focused on sustaining our culture of evidence-based teaching and ongoing improvement leading to student progress. One element of this will be a targeted implementation of Head Teacher support, another the development of leaders in literacy and numeracy within faculties who will drive the implementation of Learning Sprints in 2022.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Teachers demonstrate currency of content knowledge and evidence-based teaching practice. Technology and purpose-built learning spaces are leveraged to enhance student learning.	<p>The school has made significant progress towards this initiative through implementation in a number of targeted areas.</p> <p>The school's professional learning program effectively focuses on school priorities with innovative pedagogy. Currency of content knowledge and evidence-based best practices is developed weekly. Professional learning based on open learning spaces was delivered in Term 2 and the timetable developed to allow for co-teaching and cross-curricula planning and</p>

<p>Teachers demonstrate currency of content knowledge and evidence-based teaching practice. Technology and purpose-built learning spaces are leveraged to enhance student learning.</p>	<p>implementation, for example in Ancient Day. One of the issues, however, has been safe practices during COVID-19 and the need for distancing.</p> <p>A focus of contemporary learning has been the development of critical and creative learning, facilitated through the Pursue Your Passion program in Years 7 and 8 and the collaboration with the Museum of Contemporary Art Artist Educators. Goals, questions and parameters and Professional Learning were delivered. Teachers demonstrated increased confidence in adapting and providing resource model lessons. The pattern of delivery was shared with collaborative discussions and planning sessions. Evidence of impact is evident in data gathered from student self-reflections in reports where almost 100% of students were able to identify an element of pride in what they produced and reflect on their creative process and identify challenges and strategies they implemented as solutions. Furthermore, teacher interviews identified they had all experienced growth in terms of understanding creativity and its application.</p> <p>Knowledge of pedagogy has also been built with an induction program written in Term 1 and implemented as new staff were employed. This was focused on staff feedback indicating core areas for this program. In Term 4 a website was developed by the induction coordinator to house important school-based information and support incoming staff. Expert teachers in these areas delivered across a number of sessions.</p> <p>Technology is seen as an essential element of contemporary practice. All students and staffs are provided with devices. Students are given specific instruction during i_Week ( orientation week), an orientation program into our processes and pedagogy in Year 7. Staff, as part of the onboarding process, receive instruction and support in using the Microsoft Teams and platform and productivity suite for lessons, administration, and innovation. Upskilling occurs through regular collaborative practice, targeted Professional Learning and the provision of a dedicated support channel.</p> <p>Data is regularly gathered and assessed to ensure staff currency and confidence in delivering. Support is also provided through the school's online and physical library of resources. Significant support was provided in co-teaching and use of space, however, this was not possible during COVID- 19. The staff's expertise, however, in technology, meant that all staff easily pivoted to remote learning modalities and used these effectively to enhance student learning. Both parent and student feedback demonstrated the success of this measure.</p>
<p>The leadership team develop and implement structures to build staff capacity and foster a culture of distributed and instructional leadership.</p>	<p>Significant progress has been made towards this initiative with the establishment of multiple pathways for teachers to identify areas for development and share areas of expertise..</p> <p>Instructional Leadership positions have been created to lead elements of professional learning. The Instructional Leadership-Technology position has allowed time for support to be provided to all staff through initiatives such as the 'Tip of the Day' in the Technology section of Teams. The Instructional Leadership-Contemporary Teaching Practices has allowed for the collation of teaching resources and for teachers to be upskilled in relevant pedagogical practices, such as co-teaching.</p> <p>Systems and opportunities are in place to develop leadership capacity at all levels with shadow positions being established in which staff are given guidance and opportunity to relieve in roles. This occurs at both the teacher-executive level and deputy executive level.</p> <p>The school has implemented a capacity-building program for Head Teachers to work as Acting Deputy Principal two days each fortnight. The program is led by the Principal and Deputy Principal in building skills and capacity as a senior executive leader.</p> <p>Staff are given regular opportunities through Expression of Interests to lead teams and develop Professional Learning. Support is provided in these areas. The provision of mini sessions-10 minute Hotspots allows for trials and reflections to be delivered.</p>

## Strategic Direction 3: Authentic collaboration and connections

### Purpose

Build a school wide learning culture with a clear focus on student engagement, connected learning and ongoing improvement. Authentic collaboration involving key stakeholders as partners in the learning journey will be evident across the 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.

- Embedded and explicit wellbeing systems
- Community connections
- Support for attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$9,932.00

**Aboriginal background:** \$9,691.00

### Summary of progress

Self-assessment against the School Excellence Framework shows the theme of Caring to be at Excelling. The school plans for and implements a whole school approach to well being, evident in the implementation of Positive Education as a whole school policy in which 100% of staff are trained as they are onboarded and Professional Learning regularly facilitated. This is further prioritised through school structures. All students have the opportunity to meet with an identified staff member so that they are supported to fulfil their potential. The school Excelled in the Monitoring of Attendance and Fostering of Engagement during 2021, despite the challenges of Covid, as was evident in attendance figures and in student and family engagement and feedback as the school pivoted to meet changing needs. The school is currently at Sustaining and Growing in terms of High expectations with demonstrated commitment within the school community that all students make learning progress. This is demonstrated in learning programs and 100% fidelity to formative practice and participation in cross faculty Professional Learning. Partnerships with parents and students support clear improvement and shared aims with planning for learning. This has been evident in the Student Led Inspired Conference, development of e-portfolios and goal setting programs. In planning for assessment at Excelling the school has worked with students and community members in discussion to ensure the development of student motivation. An area for development has been identified as the refinement of goal-setting processes and increased ownership and tracking of e-portfolios to ensure students continually reflect and improve their learning.

### 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
Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing, high expectations for success and sense of belonging.	<p>The school has implemented systems and processes to ensure student wellbeing and engagement. Core to this is the establishing of a Positive Education team that meets fortnightly to develop structures and systems and ensure authentic implementation in the school. Ongoing responsive Professional Learning for staff was implemented throughout the year and a professional library of resources was developed. Further Professional learning facilitated by PISA was offered to all staff. This was completed by 8 (approximately 1/3 staff), demonstrating shared ownership and the establishment of further expertise and staff recognition of the importance of student wellbeing to learning.</p> <p>Wellbeing sessions are embedded within the school structure and are delivered every Monday, Wednesday and Friday in Touchdown sessions. The scope and sequence and provision of resources are facilitated by the Positive Education team which includes Executive, Lead Mentors and interested staff. Monitoring of student wellbeing happens informally within these sessions, within activities and in conversations with mentors, and</p>

<p>Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing, high expectations for success and sense of belonging.</p>	<p>formally in the Friday session on Microsoft Forms. This is an opportunity for authentic connection and the promotion of student voice. This data, related to wellbeing and engagement, is collated and discussed at Executive and responses are actioned.</p> <p>During Terms 3 and 4 the school showed particular strengths in ensuring the promotion of student engagement and wellbeing during the period of remote learning. Meet Nows were held each morning in whole year groups, Touchdowns continued in their normal schedule and Legends of the Lockdown challenges were held with students gaining Team points. All staff took ownership of various sessions. A variety of competitions were held, such as Book week dress-ups and a Google Earth and photography challenge. Staff provided videos of themselves completing challenges, and shared their love of reading and other activities in positively building mental health. Data collected on participation rates and from feedback indicated a high level of student engagement.</p> <p>Engagement and a sense of belonging are further promoted through the provision of a variety of extracurricular opportunities based on student interest. A diverse range of activities is offered, catering for all students. The success of this engagement measure is evident in the high level of student participation and the positive feedback from the parent/carer community.</p> <p>The essential frameworks of What Matters Most at the school also build well being, belonging and expectations of success with the recognition system leading to awards for kindness, respect and excellence. This is reinforced through the school leadership program with all students having the opportunity to be involved. Student voice is authentically promoted with a revised structure of portfolios implemented in 2021, student run assemblies and fund raising initiatives. Students present at executive meetings on ideas and these are responded to and actioned. For example, a uniform initiative and the celebration of Pride Week.</p> <p>Systems have been implemented to address the needs of students seen at risk of disengagement. Personal Learning Support Plans and Personal Learning Plans are written with families and external agencies such as the Aboriginal Education team and identified case workers. Support settings are accessed through the Access Resource System. There is 100% success rate of students gaining support through the Integration Funding Support. All Out of Home Care students have Personal Learning Support Plans that are monitored regularly and reviewed with caseworkers.</p> <p>These expectations and the fostering of a sense of agency and connection with community are further promoted through the Student Led Inspired Conferences, the student e-portfolios which are shared with families and the online delivery model which students can share with their parents/carers. Furthermore, constant connection was maintained with the community with regular Zoom meetings and webinars during remote learning. Parent/carer responses, attendance numbers and viewer numbers from recorded viewers demonstrated a high level of engagement with this delivery.</p>
<p>Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.</p>	<p>Systems and processes have been implemented to regularly monitor attendance and act on issues of concern. Fortnightly wellbeing meetings are held that focus on attendance. Lead Mentors report back to the team on students that are falling below 90% attendance. Follow up measures have been implemented with the monitoring of students viewed as being at risk including latecomers and identified students who have been added to the Home Support Learning Officer program. Some students were placed on part-day exemptions in order to support them and improve attendance. Attendance was also encouraged with the fostering of engagement within the Wellbeing system of Positive Education. Character strengths and shadows and strategies are explicitly taught as a means to cope with challenges such as those impacting on attendance. Whilst attendance in normal circumstances may have been publicly celebrated, this was deemed not to be appropriate given the complexity of health challenges and family situations in the current context. This was therefore delivered with mentors and the wellbeing team and differentiated for individual circumstances.</p>

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.

During remote learning explicit systems were implemented to identify and assist students. All staff used Microsoft Insights to check engagement. Further, previously established Teams platforms and Notebooks were regularly checked to note level of engagement and attendance. Each teacher weekly marked students who was deemed to be at risk and these were collated and contact made with students and their families by Lead Mentors or members of the Wellbeing team.

The success of these measures is evident in the school attendance data. In 2021 the school attendance rate was 94.6% comparative to 92.2% Statistically Similar Schools Group. 86.9% of students attended over 90% comparative to 74.2%

Funding sources	Impact achieved this year
Integration funding support \$332,598.00	<p>Integration funding support (IFS) allocations support eligible students at Inner Sydney High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing has been allocated through SLSO and LaST support to assist students with additional learning needs.</li> <li>• staffing release for targeted professional learning on Autism.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) and Personalised Learning Pathways (PLPs).</li> <li>• consultation with external providers for the implementation of Behaviour Support Plans for students receiving support.</li> <li>• implementation of targeted programs to differentiate teaching and learning programs with support from LANCR.</li> <li>• intensive learning and behaviour support for funded students provided by LST.</li> <li>• release for LaSTs/HTW to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</li> <li>• intensive learning and behaviour support for funded students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Increased targeted support for funded students. Data indicates growth in literacy and numeracy outcomes for students with additional support from LaST and SLSOs.</p> <p>High level of engagement with families.</p> <p>High level of compliance by staff implementing PLSPs.</p> <p>Teachers have attended high impact professional learning sessions to support students with additional needs.</p> <p>All students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. This resulted in all students achieving success with their learning goals.</p> <p>Allocation of resources for student support is responsive to student needs/goals as indicated through ongoing reviews and fortnightly Learning Support Meetings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to use data to measure student growth and attainment. Use feedback from professional sessions to continue to support teachers.</p> <p>Ensure all LaSTs and SLSOs attend quality professional learning.</p> <p>Continue to deliver high impact professional learning for all staff.</p> <p>Continue to ensure funding is allocated as a response to student needs/goals as indicated by ongoing reviews , teacher feedback and LST meetings.</p>
Socio-economic background \$11,932.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Inner Sydney High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Embedded and explicit wellbeing systems</li> </ul>

<p>Socio-economic background \$11,932.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs.</li> <li>• equitable access to specialist resources.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• resourcing to increase equitability of resources and services.</li> <li>• supplementation of extra-curricular activities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>embedding data collection practices across all KLA's to monitor literacy and numeracy outcomes.</p> <p>all students have access to devices for continuity of learning, which proved to be crucial given lockdown conditions.</p> <p>Funded an additional Deputy Principal by funding the higher duties allowance for existing Head Teachers on a rotating basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to fund the Acting Deputy Principal higher duties allowance.</p>
<p>Aboriginal background \$9,691.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Inner Sydney 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedded and explicit wellbeing systems</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional SLSO to work as a Literacy and Numeracy mentor with students performing below the expected stage level.</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways (PLPs).</li> <li>• community consultation and engagement to support the development of cultural competency.</li> <li>• SLSOs and LaSTs working with students who have been identified in their PLPs as requiring additional support for literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A significant increase (75%) of Aboriginal families engaging in the PLP process. Authentic conversations focusing on student strengths and goals to support learning. All PLP meetings were held with families, school and Aboriginal Education Team from Arncliffe Office at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated Aboriginal students feel like their culture is valued at school. Aboriginal students are supported in their classrooms to meet their learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to build school and community connections to support and deliver differentiated and personalised support to Aboriginal students.</p> <p>To re-visit the AIME Mentoring program with Sydney University. This contact was established but did not take place due to COVID-19+. This will require a teacher to be released to support the program as required.</p>
<p>English language proficiency \$126,127.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Inner Sydney High School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>English language proficiency \$126,127.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>positive student progress showing high growth for identified students, with 100% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident in lessons with their language use, as noted in teacher observations and work samples.</p> <p>Our EAL/D teacher was trained through partnering with our local Intensive English HS (CSIEHS), where the EAL/D teacher was instructed how to run assessments and obtain work samples, and plan an integrated writing unit using a backwards mapping approach. The EAL/D teacher then looked at student data, (NAPLAN and Check In) including student English language proficiency using the EAL/D learning progression, and analysed writing samples from within English classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>employ an EAL/D support teacher who can support identified students in the classroom following a collaborative teaching model. This will also include adjusting curriculum across KLAs as well as Assessments so that they are accessible for all learners. Ultimately this will lead to teachers having the capacity to design integrated writing units that reflect the needs of EAL/D learners. Personalised and targeted professional development will be provided to each teacher in the form of collaborative teaching practice.</p>
<p>Low level adjustment for disability \$79,844.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Inner Sydney High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Distributed and Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs) and Learning and Support Teacher (LAST).</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• 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.</li> <li>• 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.</li> <li>• Allocate instructional leader positions within the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>an increase of students achieving at or above expected growth in Check In Assessment results. and school assessment results. The school achieved a more consistent approach to student learning support and interventions with</p>

<p>Low level adjustment for disability \$79,844.00</p>	<p>an increased number of students who are supported across all Checkpoints (assessments) and subsequent collaborative learning support activities, resulting in student success. Instructional leaders to implement systems to support contemporary practice in assessment literacy support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of more SLSOs and additional LaST and adapting a system to ensure all support staff are trained in LST processes so all individuals can deliver quality support to all students in need, while also supporting classroom teachers to reach every student to ensure success. All staff will be trained in our collaborative and inclusive teaching model so that all students are supported from within the classroom in an inclusive curriculum that meets the needs of all learners.</p>
<p>Professional learning \$31,992.00</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 Inner Sydney High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Contemporary Teaching Practices</li> <li>• Formative Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Provision of professional learning readings for staff during lockdown.</li> <li>• Opportunities for staff collaboration in contemporary teaching practices.</li> <li>• Resources bought for Professional Learning for all staff.</li> <li>• Staff attendance at a number of external Professional Learning opportunities such as Positive Education.</li> <li>• Instructional Leaders provide staff support in Technology and Contemporary learning practice. Whole school delivery and individual mentoring provided for teachers at all stages of their career.</li> <li>• Collaboration with Museum of Contemporary Art Educators and development of shared creative practice.</li> <li>• Professional Learning for staff in specific practices as part of establishing new school systems such as Student Led Inspired Conference. Further workshops held.</li> <li>• Delivery of High Impact Professional Learning policy attended by Deputy Principal and Head Teacher Teaching and Learning. Audit of practice conducted with team and future plans actioned.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff having a shared understanding of contemporary evidence based practice, informed by the purposeful use of technology. They understand the research behind elements such as co-teaching, Positive Education, formative assessment and the Student Led Inspired Conferences and have the practical skills to use these in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue to develop our teachers' skills in these areas, particularly as the school rapidly expands and new staff joins the school. In terms of assessing the initiatives, we will assess how we are using data sources to test the success of these measures in ensuring student growth and attainment. This may require reflection on the model of Professional Learning delivery at the school to allow for different interests and levels of competency and develop further expertise and close monitoring of data. Some areas that were not able to be actioned because of COVID 19 will hopefully be implemented in 2022 with the provision of Professional Learning to support these measures.</p>

COVID ILSP \$23,599.95	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• LaST employed for additional days to support students requiring literacy and numeracy support as identified through Check In assessment.</li> <li>• Intensive reading program delivered by LaST to support students identified in Check In assessment as requiring significant additional support</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - comprehension.</li> <li>• providing intensive support online during COVID home learning for identified students requiring support.</li> <li>• development of resources and planning of small group tuition.</li> <li>• releasing staff to coordinate the program.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  the majority of the students in the program achieving significant progress towards their personal learning goals. Students are not only meeting their personal learning targets but are also moving along the progressions as identified from Check In data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to continue the implementation of literacy and numeracy small group tuition as required, using data sources to identify specific student need. The school learning and support processes will continue to monitor and ensure support is provided for identified students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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## Student information

### Student enrolment profile

Students	Enrolments	
	2020	2021
Boys	82	190
Girls	65	168

### Student attendance profile

School				
Year	2018	2019	2020	2021
7			94.4	94.9
8				90.8
All Years			94.4	93

  

State DoE				
Year	2018	2019	2020	2021
7			92.1	89.7
8				86.7
All Years			92.1	88.2

### Attendance

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

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

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

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

### Management of non-attendance

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	n/a	n/a	n/a
Employment	n/a	n/a	n/a
TAFE entry	n/a	n/a	n/a
University Entry	n/a	n/a	n/a
Other	n/a	n/a	n/a
Unknown	n/a	n/a	n/a

There is no Year 10, 11 or 12 cohort for 2021.

### Year 12 students undertaking vocational or trade training

0% of Year 12 students at Inner Sydney High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

As a new school there were no students in Year 12 for 2021.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	18
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.18
Other Positions	0.4

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Inner Sydney High School has embedded, explicit systems to ensure the consistent delivery of Professional Learning to

all staff. A professional learning team was established and meets weekly. It is responsive to both school and department-identified needs. The High Impact Professional Learning audit was completed and elements requiring further development were actioned with plans put in place. Most of these concerned future planning as elements of data were unavailable due to ISHS being a new school and the complications of COVID 19.

All staff has the opportunity to contribute to facilitating Professional Learning, either through an extended session or as part of a team. These opportunities were enthusiastically embraced throughout the year. This was evident particularly during the period of remote learning with many staff volunteering to share practice, particularly around fostering engagement through innovation in technology platforms.

Another element of Professional Learning that has been identified as a strength is the deep level of collaboration evident across KLAs as we work together as a new school embracing evidence-based best practices for student growth and attainment. This has included sharing lesson plans, rubrics, examples of practice and reflecting on research.

A system of support is in place to assist in the accreditation of staff. Teachers meet regularly with an Instructional Leader to receive support and guidance throughout this process. Furthermore, new Head Teachers receive onsite opportunities for developing their skills in leadership with another Instructional Leader.

Staff may also receive individual mentoring and Professional Learning through faculty delivery or outside opportunities, particularly in department priorities, which are regularly promoted by HT Teaching and Learning.

# 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.

	<b>2021 Actual (\$)</b>
<b>Opening Balance</b>	792,170
<b>Revenue</b>	5,407,423
Appropriation	4,991,819
Sale of Goods and Services	77,460
Grants and contributions	337,736
Investment income	209
Other revenue	200
<b>Expenses</b>	-5,276,049
Employee related	-4,282,565
Operating expenses	-993,484
<b>Surplus / deficit for the year</b>	131,374
<b>Closing Balance</b>	923,544

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

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

	2021 SBAR Adjustments (\$)
<b>Targeted Total</b>	332,598
<b>Equity Total</b>	227,594
Equity - Aboriginal	9,691
Equity - Socio-economic	11,932
Equity - Language	126,127
Equity - Disability	79,843
<b>Base Total</b>	3,994,251
Base - Per Capita	85,541
Base - Location	0
Base - Other	3,908,710
<b>Other Total</b>	271,434
<b>Grand Total</b>	4,825,877

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](http://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.

## Parent/caregiver, student, teacher satisfaction

The school has maintained consistent contact with parents/carers, despite the challenges of COVID-19, through effective use of technology. Webinars were facilitated throughout remote learning and focused on key school priorities. These were attended by a large number of families who had the opportunity to receive information and ask questions and raise concerns. Parents and Citizens meetings online were well attended and parents had further opportunities to provide feedback through Feedback Forms.

Engagement with parents/carers was further extended with the release of Stage 5 electives. A website was created and a series of online workshops were conducted. This initiative received very positive feedback from both parents/carers and students.

Teachers have indicated a high level of satisfaction with the continual program of support and learning offered as part of the school's rigorous Professional Learning program. As part of this, they have the opportunity to continually provide feedback concerning school initiatives. Information is gathered concerning understanding, the need for further support and the level of confidence. Teachers are also encouraged to suggest areas for further development and focus. A high level of satisfaction has been particularly evident with the school's extensive collaboration process as it builds systems and processes. It is also evident in the data concerning the number of teachers volunteering to be part of special interest teams and the voluntary provision of opportunities for students to be involved in extra-curricular activities.

Student voice is highly valued at Inner Sydney High School. Levels of satisfaction with all elements of the school life are regularly assessed through Feedback Friday, discussed and actioned if necessary. Students report high level of satisfaction with this initiative and the opportunities to authentically be part of school life through the open leadership program run by the school. All those students wishing to be part of this program are able to become a leader. At the beginning of 2021, the members of the Student Inspired Leadership Group were invited to submit a video application, demonstrating interest in becoming an Executive Leader. A high number of students were interested in this opportunity, and submitted an application video of approximately two minutes, outlining their suitability for this leadership opportunity. All of the successful applicants were awarded with a badge at I-DAY, which is Inner Sydney High School's annual presentation day. All Executive Leaders worked arduously in their respective portfolios by engaging in a variety of exciting and charitable initiatives.

The 2021 **Arts Portfolio** had a very successful year, even though the complexities of the lockdown and hosted the very first Photography Competition, with a very positive turnout. Following the set theme of 'Cityscapes,' students were instructed to submit a maximum of two entries. This competition strongly encouraged students to leave their home and have a breath of fresh air, something which was definitely needed during those challenging times. A huge congratulations to everyone who participated in the very first Photography Competition.

The **Sports Portfolio** created and ran chants during the athletics carnival. These chants were unique for each IN\_SYD Team and our sports leaders would run the cheers for their house. Executive leaders organised students into teams for relays at the athletics and swimming carnivals.

The **Community Portfolio** worked diligently in and ran initiatives to raise awareness about the worldwide events that were happening in 2021. Students designed a student-led magazine which has been published monthly ever since. The monthly magazine has information written by students about events which are happening in the world and in the school community. The magazine also includes some mindfulness puzzles and game for students to complete.

The **Wellbeing Portfolio** week was designed to welcome students back after remote learning and reaffirm what they loved about school. Leaders from the Student Inspired Leadership Group had the privilege to host International Women's Day. Following the theme of #ChooseToChallenge, students were educated and enlightened on what the purpose of the day was; the continuous fight for equality which has been ongoing for centuries. Throughout the allocated touchdown session, students were shown a presentation curated by leaders, and a video selected which detailed a relevant song.

Although 2021 was a disrupted year, Inner Sydney High School was still able to host a myriad of successful assemblies and were hosted by members of the Student Inspired Leadership Group. Speaking at these assemblies often involved writing speeches, sometimes creating presentations, and most of all, speaking to and engaging a large audience. Through our recognition assemblies, we celebrated the efforts of all the wonderful students and showed how we, as a school, demonstrate our values of respect, kindness, and excellence.

The Student Inspired Leadership Group initiated a gift drive for families and people in need of assistance and could not have the Christmas they deserved. Students and staff donated over 400 gifts which were given to the Wayside Chapel. This initiative is indicative of the ongoing kindness and respect demonstrated by the IN\_SYD school community.

# 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.

## Aboriginal Education - School statement

Inner Sydney High School is committed to valuing and acknowledging the cultural identity of our Aboriginal and Torres Strait Islander students. The school sits proudly on what was, is and always will be Gadigal Land. The Aboriginal Student Team is led by Head Teacher Wellbeing and the Student Inspired Leadership Coordinator. In 2021 seven Aboriginal students attended Inner Sydney High School and students had the unique opportunity to create process and structures that are unique to the setting, with all Aboriginal students encouraged to embrace their heritage. All students participated in Personalised Learning Pathway (PLP) meetings with the school and their families, with assistance from the regional Aboriginal Education and Wellbeing Team. PLP meetings identified the strengths and goals of our students.

Through the use of Check In data and NAPLAN data, students identified as needing support received in class support from SLSOs and the LaST when required in order to ensure they continued to meet their goals and identified targets.

Aboriginal students were provided with unique leadership opportunities at fortnightly assemblies, Recognition Assemblies, and annual Presentation Day Assembly. Unfortunately our annual NAIDOC Assembly, was cancelled due to COVID and the lasting impact of the Remote Learning period in 2021.

Students were offered to participate in the Tribal Warrior Cultural Women's Business afternoon with one student participating. One student received the Deadly Kids award for excellent attendance, application and attitude to studies. Tutoring to improve learning was also available to any student if needed at the Wednesday afternoon Learning Hub. One student was successful in being selected for the Regional Aboriginal Choir, which was a significant achievement.

The AIME mentoring program was also established in partnership with Sydney University for implementation in Term 4, but unfortunately this was again impacted due to COVID restrictions in schools.

Inner Sydney High School is also committed to raising awareness of Aboriginal culture and history among the school community, and celebrates national days of significance through Touchdown including: Apology Day, National Reconciliation Week and NAIDOC Day. Speeches were made on assembly to raise awareness of these days and activities planned for students. During National Reconciliation Week, all students participated in activities during Touchdown to reflect on What Reconciliation means to them and why it is important. These lessons were also discussed in PDHPE classes.

## 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.

## Anti-Racism - School statement

Inner Sydney is committed to promoting an environment which is free of racism. The guiding principles of kindness, excellence and respect underpin wellbeing programs which reinforces fairness and equity for all students and staff.

Through Touchdown sessions, students explore current social issues such as racism, taught skills to actively make appropriate choices and reinforce the importance of treating others with respect.

### **Multicultural Education Policy**

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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.