2022 Annual Report

Southern Cross School of Distance Education

Southern Cross
SCHOOL OF DISTANCE EDUCATION

4659

Introduction

The Annual Report for 2022 is provided to the community of Southern Cross School of Distance Education 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

Southern Cross School of Distance Education
30 Chickiba Drive
East Ballina, 2478
https://sthcrossc-d.schools.nsw.gov.au
southerncrossschoolofdistanceeducation@det.nsw.edu.au
02 6681 0300

Message from the principal

The 2022 school year brought additional challenges to our communities, students and staff. The severe weather event that brought about record flooding since European settlement. This has displaced many of our families and staff, and continues to have an ongoing impact on the mental health and wellbeing of our school community. This follows a pandemic and the most ferocious fire season witnessed in recorded history. The school was quickly turned into an evacuation center by the staff of the school with the support of the community. Our staff members were involved in the rescue of victims from the flood waters, provision of accommodation, preparation and distribution of food, clothing and other supports, the washing and drying of clothing, collection and distribution of donations and the cleanup following the floods. It has been a credit to the whole community to see the way everyone stepped up to do their part in this time of need. The school wishes to acknowledge and congratulate everyone involved in this community spirit and assistance. Well done to all.

School vision

Opportunity   -   Wellbeing   -   Engagement

We create opportunities through inclusive and supportive learning environments.

We inspire success through flexible quality teaching and learning that is accessible and supports student growth.

We encourage confidence, resilience and perseverance; and promote high expectations through effective trusting relationships.

We acknowledge the Bundjalung people, the traditional custodians of the land on which our school resides, along with all other Aboriginal countries in which we learn and work together and commit to building relationships, respect and opportunities for all Aboriginal people in our community.

School context

Southern Cross School of Distance Education is a K - 12 equity provision (ATSI 30%) that caters to the needs of students that fall under numerous enrolment categories, but whom in general cannot attend main stream schooling for one reason or another.

There is a single subject provision to provide subjects that other schools may not be able to fill in their curriculum, providing a variety of pathways for students. Other categories include:

2.2 Isolated home student Support needs	2.5 Medical condition	2.8 Additional Learning and
2.3 Travelling within Australia (transitions)	2.6 Pregnant/young parent	2.9 Significant support needs
2.4 Travelling overseas	2.7 Vocationally Talented	2.10 Extraordinary circumstances

The school has enhanced enrolment procedures set out by the Department of Education to ensure that students fall into the correct categories, and to ensure that the needs of the student are met.

Our school footprint covers from the Qld border down to Toormina and as far west as Warialda.

The school Acknowledges the All Aboriginal Nations in the Southern Cross School of Distance Education service areas.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student growth and attainment through high-expectations relationships and explicit teaching that is research based, informed by student assessment data and negotiated learning goals.

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.

- Improving Reading and Numeracy outcomes
- Improving HSC Literacy and Numeracy minimum standards outcomes
- Supporting ATSI student attainment
- Supporting HSC, RoSA and credentialed attainment
- Effective teaching and learning practices
- School Excellence Framework.

Resources allocated to this strategic direction

Literacy and numeracy: $1,000.00
COVID ILSP: $0.00
Socio-economic background: $134,400.00
Low level adjustment for disability: $150,000.00
English language proficiency: $7,885.00
Aboriginal background: $10,000.00
Professional learning: $5,082.00

Summary of progress

Although severely impacted over the past four years from bushfires, the pandemic and then the major weather events including the flooding, the school has managed to make progress toward the achievement of the goals and targets in the strategic plan. Some of the Data and mandatory targets will either not be met or not possible to report on due to the nature of our school and our communities. It is very likely that we will not have the same students in years 3, 5, 7, 9 and the HSC as they transition back to their home schools, move on to other areas due to being transient or end up in another form of educational pathway.

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
Improve the percentage of students in the top 2 bands in numeracy from the baseline by 5.5 % points.	The overall 2022 NAPLAN data indicates 27% of students achieved in the top two skill bands for **numeracy.** The data for secondary students indicates 22% of students who completed the NAPLAN tests achieved in the top two bands. This indicates the school did achieve the system negotiated target, with the lower bound target being 12.6% and upper bound being 17.6%. However, the numbers of students who completed the NAPLAN Numeracy test were very low with zero students in Year 3, 2 students in Year 5, 1 student in Year 7 and 8 students in Year 9 completed the numeracy testing. Exact numbers of students in top 2 bands included: • In year 3 zero students, it is noted no Year 3 student completed the test. • In Year 5 one student achieved in the top 2 bands • In Year 7 one student achieved in the top 2 bands • In Year 9 one student achieved in the top 2 bands In 2022 there were ongoing impacts of COVID-19 and, in addition, the natural disasters from the devastating weather event and subsequent flooding that ravaged much of our school community, evident in students

Improve the percentage of students in the top 2 bands in numeracy from the baseline by 5.5 % points.	not engaging with a range of learning events and activities, including NAPLAN testing. Check in Assessment Numeracy data for Term 4 2022 the % of correct responses indicates we are above the state average, except Years 8 and 9: • Year 3 SCSoDE 68.5% vs State 57.6% • Year 4 SCSoDE 71.7% vs State 63.5% • Year 5 SCSoDE 63.8% vs State 56.3% • Year 7 SCSoDE 55% vs State 49% • Year 8 SCSoDE 53.9% vs State 54.6% • Year 9 SCSoDE 49.1% vs State 51% However, the % of SCSoDE student participation in the testing is quite low and decreases substantially into secondary students' participation: • Year 3 Numeracy 87% • Year 4 Numeracy 66% • Year 5 Numeracy 38% • Year 7 Numeracy 30% • Year 8 Numeracy 20% • Year 9 Numeracy 12% The challenge we face is how do we get more of our student cohort to engage in the NAPLAN and Check In assessment testing programs.
Improve the percentage of students in the top 2 bands in reading from the baseline by 6.1 % points.	The overall 2022 NAPLAN data indicates 27% of students are in the top two skill bands for reading. In secondary the data indicates that 15% of students achieved in the top two bands. This data indicates the school did achieve the system negotiated target, with the lower bound being 9.8% and upper bound being 14.8%. However, the numbers of students who completed the NAPLAN Reading test were very low with zero students in Year 3, 2 students in Year 5, 1 student in Year 7 and 12 students in Year 9. Exact numbers of students in top 2 bands were: • In Year 3 no students attempted the NAPLAN Reading test • In Year 5 two students achieved results in the top 2 bands • In Year 7 one student achieved results in the top 2 bands • In Year 9 one student achieved results in the top 2 bands In 2022 there were ongoing impacts of COVID-19 and, in addition, the natural disasters from the devastating weather event and subsequent flooding that ravaged much of our school community, evident in students not engaging with a range of learning events and activities, including NAPLAN testing. Check in Assessment Reading data for Term 4 2022 the % of correct responses indicates we are above the state average, except in Years 5: • Year 3 SCSoDE 68.5% vs State 53.5% • Year 4 SCSoDE 71.1% vs State 52.3% • Year 5 SCSoDE 49.3% vs State 51% • Year 7 SCSoDE 58.5% vs State 49.1% • Year 8 SCSoDE 59.3% vs State 45.2% • Year 9 SCSoDE 45.4% vs State 39.3% However, the % of SCSoDE student participation in the testing is quite low and decreases substantially into secondary students' participation: • Year 3 Reading 62% • Year 4 Reading 83% • Year 5 Reading 50% • Year 7 Reading 26% • Year 8 Reading 27% • Year 9 Reading 14% The challenge we face is how do we get more of our student cohort to engage in the NAPLAN and Check In assessment testing programs.
Reading Improvement in students' reading skills evident through data analysis from whole school approaches Rip it up reading and Quicksmart	In 2022 there were 68 students enrolled in Literacy Programs - RIUR & QuickSmart. 62% of the students enrolled in the Rip It Up Reading program showed significant improvement in literacy.

Reading Improvement in students' reading skills evident through data analysis from whole school approaches Rip it up reading and Quicksmart	41 students are engaging and showing growth in the QuickSmart Literacy program, however, 12 (17%) students are yet to start the program. In moving ahead there are some significant issues we need to address: • How can we support our non-engaging students to participate in the intervention programs more effectively? • How can faculties collect data to demonstrate impact of whole school literacy? - example Super 6. • How can we build opportunities for student voice?
Numeracy Improvement in students' numeracy skills evident through data analysis from whole school intervention program Quicksmart Numeracy.	In 2022 63 students enrolled in Numeracy Program - QuickSmart. 57% of these students showed growth in the QuickSmart Numeracy program, however, 19 (30%) students were yet to start the program. In moving ahead there are some significant issues we need to address: • There is evidence to show significant gaps in numeracy which may be due students lack comprehension of questions being asked. • How can we support our non-engaging students to participate in the intervention program more effectively? • How can faculties collect data to demonstrate impact of whole school numeracy strategies? • How can we build opportunities for student voice?
Literacy and Numeracy. Improvement in the percentage of students achieving the HSC minimum standards.	100% of Year 12 students leaving SCSoDE with HSC met HSC Minimum Standards. The % of Year 12 students state wide meeting the HSC Minimum Standards in NSW is yet to be published. 35.2% of Year 11 students have met the HSC Minimum Standards for all 3 tests and 8.3% of Year 10 students have met the HSC Minimum Standards for all 3 tests. Unfortunately, SCOUT data is unreliable as all students are not captured in the data report published for SCSoDE.
Aboriginal student attainment Increase the proportion of Aboriginal students completing their HSC while maintaining their cultural identity.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased overall across the school with all First Nations students. However, some faculties report that they still had some students who have not yet completed the HSC or have not returned to school. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. This is evidenced by the following as reported by faculty. The School has conducted a Narragunnawali audit in faculty groups. The results of this audit are as follows (As described by individual faculties) and contribute to the above area: History - The Narragunnawali audit was a good process in examination and defining the inclusion of Learning Across the Curriculum priorities, especially for the Aboriginal and Torres Strait Islander histories and cultures. As a faulty it showed that we were embedding this priority across our learning programs in some of the units. The opportunities to embed this across all units of learning were not present. Some of the key finding are as follows: • Accessing support and advice from the local AECG would be beneficial. • Our programs would be strengthened by adding more culturally significant physical activities from a range of cultures including Aboriginal and Torres Strait Islander Peoples • Include illustrations that depict the Aboriginal and Torres Strait Islander Peoples culture into our learning materials. For example, cultural dishes enjoyed by Aboriginal and Torres Strait Islander Peoples • Alter language: 'Indigenous' to 'Aboriginal and Torres Strait Islander Peoples'. • Strengthen the cultural practices of Aboriginal and Torres Strait Islander Peoples, for example, the rites of passage. Include the importance these

Aboriginal student attainment	play in developing self-identity and to their culture.
Increase the proportion of Aboriginal students completing their HSC while maintaining their cultural identity.	• In referencing the typical Australian diet avoid being restrictive and provide opportunities to respond with traditional Aboriginal cultural foods. This supports the celebration of Aboriginal and Torres Strait Islander cultures.
	• Include Aboriginal health promotions (local) and support services.
	• Discrimination around race, gender and sexual diversity. Inclusion of the Aboriginal Peoples LGBTQI+ as 'case studies' to explore the multi-layer discrimination and the need to be inclusive and show empathy and compassion.
	PDHPE - There were 28 Aboriginal students in PDHPE programs during 2022.
	Year 7 - 3 students average return rate of 18.52% (3.33 LA's over 18 weeks)
	Year 8 - 1 student average return rate of 7.14%
	Year 9 - 10 students average return rate of 31.91% (7.5 LA's over 23.5 weeks). One student 96.77% (D grade) one student 76.92% (E grade)
	Year 10 - 3 students average return rate of 55.56% (13.75 over 24.75 weeks) All students achieved their RoSA attaining a D grade.
	Year 11 SLR - 1 student D grade.
	Year 12 - 0 students
	The audit demonstrated that the Communication of high expectations utilising a strength-based approach supports the students to develop confidence in their ability to achieve. Teachers work with students to form positive relationships.
	Math -The audit unearthed potential. The Maths department engaged with Belinda Stadage The Aboriginal Education and Wellbeing Officer to help us with the audit and where to go in terms of the new curriculum.
	Return rates:
	2021 ATSI 41.35% Whole 54.7%
	2022 ATSI 44.71% Whole 53.08%
	Science - No increase in retention rate for Science, in fact, down by 2 in RoSA and down 1 in Stage 6.
	Most subjects have Indigenous perspectives already except Physics and Stage 5 Science needs addressing.
	Yr7 - 3 students av return rate 38.89%
	Yr 8 - 3 student av return rate 57.58%
	Yr 9 - 12 students av return rate 31.10%
	Yr 10 - 4 students av return rates 52.94%
	Yr 11 - 3 students av return rates 61.90%

Aboriginal student attainment	**Yr 12 - 1 student av return rate 15% not completed.**
Increase the proportion of Aboriginal students completing their HSC while maintaining their cultural identity.	**The number of merits and warning letters issued for practicum day attendance is a source of evidence that can be used to demonstrate the application for Science.**
	As a faculty, we need to continue to include Indigenous perspectives into Science programs to support and show respect and support for cultural knowledge and practices. We would like to implement phase 2 of Nurragunnawali audit. We will continue to utilise the High expectation relationships agreed to practices within the facutly.
	English -
	2022 HSC:
	Ab. Studies: 1 student (Band 3)
	Adv. Eng: 1 student (Band 5)
	Std Eng: 1 student (Band 3)
	Eng Studies: 2 students (Grade D)
	Mod Hist: 1 student (Band 3)
	2021 HSC:
	Eng Studies: 1 student (Grade C)
	1 student (Grade B)
	Note: No students were enrolled in other subjects in 2021
	There are a range of texts and learning materials across all Stages but unable to accurately assess whether the materials are suitable in terms of author/text type/context/language etc. We feel we would need the expertise of curriculum and First Nations advisors.
	We utilise Synchronous and online lessons as well as availability of hard copy material where required. Greater engagement through regular teacher contact and face to face visits.
	Aboriginal and Alternate Learning - There has been an increase in Aboriginal student attainment.
	These numbers do not contain the students in AAL doing FSK or IBL
	VET -
	The total number for VET students are:
	2021 - 60 VET students, 9 Aboriginal - numbers at year end

Aboriginal student attainment	2022 - 51 VET students, 11 Aboriginal - numbers at year end
Increase the proportion of Aboriginal students completing their HSC while maintaining their cultural identity.	There are opportunities in each VET course already embedded into some of the units taught especially in Communication, social and cultural, customer and working effectively units of competency. New courses currently being written still so opportunity to embed other learning materials. Data from NESA of Qualifications obtained in 2022 are: Bus Serv - 7 x Cert II, 2 X SOA Retail - 4 x Cert III, 4 x SOA Hosp - 2 x Cert II, 4 x SOA FSK - & x Cert II, 3 x SOA There is constant encouragement to earn whole credential. Our involvement in the SbAT program is very successful with our students. We create Community connections, connecting with student's supervisors, support for assessments, literacy and numeracy support, workplace readiness programs - included in the VET work placement program. There are opportunities for employment especially from work placement, along with the offer of additional courses such as Whitecard training to ensure that the student needs and wellbeing are catered to. TAS - There has been a 50% increase in Aboriginal Student attainment, 2022 had 3 and 2021 had 2. Students are encouraged to uptake more of single subject at the Stage 4 and 5 increasing the chance of students choosing HSC course subject within TAS.
HSC, RoSA and Credentialed attainment Teacher interventions and improvement in practice lead to HSC achievement increasing towards negotiated targets. All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning. and attainment. Continued increase in level of student engagement.	An increased percentage of students in 2022 (59.7%) attained results in the top three bands compared with 2021 data (59.5%), demonstrating progress toward the lower bound target. Adjustments are made in support of individual student learning needs. Stage 5 have three main levels of adjustment (Standard, Adjusted and IP). If a student needs further adjustment accommodations are made for this. Students who receive adjusted learning are all recorded on DEMS along with the type of adjustment made. The results of adjustments vary from student to student in consideration to their educational and personal circumstances. The engagement data reflects an improvement in engagement for Year 7, 8, 9 and 12 where the other Years have dropped. The live lessons have progressed with mixed results, Year 7 - 4, Year 8 - 4, Year 9 18/20 and Year 10 - 10/12. Effective methods for increasing student data includes: • Communication of high expectations • Early and regular warning letters (61% of WL's redeemed) • Implementation of live lessons (some students engaged in individual live lessons which greatly increased engagement) • Implementation of IP learning materials in faculty The school has developed learning teams involving hub, outreach, stage advisors and parents/careers. Big Idea cross-KLA units were rewritten to include sentence starters, word banks, accessible layout. Introductory videos were made to pre-teach

HSC, RoSA and Credentialed attainment	learning sequence and vocab. ELPs were written for every student through engaged in the ELF faculty.
Teacher interventions and improvement in practice lead to HSC achievement increasing towards negotiated targets. All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning. and attainment. Continued increase in level of student engagement.	Through the Primary there has been strong use of Live lessons, assemblies and mini-school attendance that have been made an expectation at time of enrolment. Primary provides one live opportunity a week - lesson OR assembly/mini-school, not both (though we also have support lessons with an SLSO). Reminders in Weekly Update and by teachers occur weekly. If the regular teacher is absent, lesson still goes ahead with another teacher. There is follow up for non-attendance: we tell them absence and the reason is recorded. Teachers are encouraged to talk to students and supervisors before allocating work. Creating a rapport with students and a relationship with students to understand how they learn was important. Negotiating adjustments with students and supervisors was a part of the N-determination process if possible. Attendance for synchronous lessons was very low. On top of online lessons with individual students which has increased and the element of complex adjustments, workload was difficult to manage. The Maths department are encouraging Synchronous lessons to our individual cohorts as teachers and allocations do not make it easy to define a particular day or time. It has been left with each teacher and their class to negotiate times. The Maths department see the value of synchronous lessons and these are happening. When students are not turning up, recordings are made of the lesson and embedded into Canvas. Learning materials and modes of teaching are constantly adjusted to cater for the needs of individual students. Course/teacher communications via DEMS are recorded on individual student record cards. Stage 5 Canvas courses: Standard and adjusted are differentiated to suit the needs of individual student. Three levels of hard copy material across Stage 5 with further adjustments made for recognised IP students. These adjustments to teaching materials are kept in a separate digital file in the faculty files accessible to all staff. Engagement reviews show students who may have been previously recorded as a concern, move into the satisfactory criteria. Student feedback (record card) to address targeted areas.

	Yr 12:	Yr 11:	Yr 10:
2021:	56.30%	48.72%	51.97%
2022:	61.96%	59.83%	44.55%

Return rates indicate an increase in student engagement across Stage 6 but a downturn in year 10 - in 2022. This may have been due to the significant disruptions to a vast majority of students in relation to the severe flooding event.

Development of high expectation relationships

Development of engaging teaching materials across all courses and levels

Staff report that there is increased engagement across all courses with the implementation, live lessons and regular face to face visits, Quality student feedback, Checking return rates regularly, Both formal and informal collegial dialogue around individual students and current policies and practices, Live lessons and regular face to face visits.

Adjustments are made in Learning Activities and on Canvas. RTO

HSC, RoSA and Credentialed attainment	assessments cannot be changed but focus on one section at a time, scaffold answers, individual help, videos on "how to" to assist students complete. More feedback so can complete tasks and be competent after as many times needed.
Teacher interventions and improvement in practice lead to HSC achievement increasing towards negotiated targets.	There has been an increase in students choosing VET subjects since 2021 and increase in qualifications as outlined on NESA.
All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning. and attainment.	There are more engagements through Teams lessons, face to face visits and incursions.
	Trust and rapport with students is developed very early on in course enrolment.
Continued increase in level of student engagement.	VET do not have timetabled lessons like Yr 9 and 10. Individual arrangements with students depending on if full time or single subject etc. A lot more students engaging in Teams with their teachers and face to face especially for practical lessons.
	There are increased enrolments in VET subjects especially in Hospitality and the new Construction course, FSK is also increasing with more Lifeskills students taking up opportunity to gain a credential.
	Students were supported in the STEM area with laser cutting instructions and plasma cutting courses delivered, with the development of animals, feathers and firepits. C.A course adjusted for 3D graphics so that 3D printing could happen with success
	3 staff trained in the AAL area to help support students in STEM and Technology areas.
	Student outcomes improved, self-respect increases, self-worth improvement and further dedication to succeeding.
	Indifferent - 57.81% for 2021 and 56.42% for 2022 overall return rates.
	Slight reduction in return rates could be due to the impact the floods had in the area.
	Our improved communication strategies are working and we will continue with current measures. Increasing online lessons and contact through Teams. Strategies to be trialed include workshops, mini schools, live lesson and roadshow in 2023.
Effective teaching and learning	PDHPE: In 2022 we had 5 Year 9 IP students with an average return rate 56.6%. This was above the average Year 9 return rate for PDHPE students (50.37%) and the school (45.97%). Two students have a return rate of 89% and 81% while one other has a return rate of 73%
All teachers have embedded evidence based explicit teaching strategies in their practice to support student engagement, growth and attainment.	Strategies used to implement support in student engagement, growth and attainment inlcuded: • Getting to know the student and how they learn. • Introduction of live lessons • Continued with individual live lessons or phone lessons. • Implementation of live lessons for class • Use of scaffolds in course materials • Sample answers • Adjustment of course material to meet individual learning needs • We have been Recognising student achievement through the issuing of 140 merit awards.
	Primary - Teaching Sprint for live lessons with a different focus each term: Introduction, Numeracy, Literacy, Big Idea
	Big Idea learning adjustments added, with What A Good One Looks Like and rubrics.

Effective teaching and learning	
All teachers have embedded evidence based explicit teaching strategies in their practice to support student engagement, growth and attainment.	Engagement booklets for Projects trialled 2022 for Lismore Project.

Weekly visits to the Lismore project, Fortnightly visits to Alstonville project and Evans Project.

2021 Yr 9 return rate 45.11% Yr 10 return rate 56.25%

2021 Lismore project return rates Yr 9 72.09% Yr 10 58.93%

2022 Yr 9 return rate 45.47% Yr 10 return rate 56.14%

2022 Lismore project return rates Yr 9 75.7% Yr 10 67.2%

Yr 12:	Yr 11:	Yr 10:
2021: 56.30%	48.72%	51.97%
2022: 61.96%	59.83%	44.55%

Return rates indicate an increase in student engagement across Stage 6 but a downturn in year 10.

Greater emphasis may have been placed on HSC/Stage 6 courses. This may have been due to the disruptions experienced with COVID and the Floods. These external elements may also have had a detrimental impact on the engagement levels of Year 10 students.

Live lessons and attendance:

Increased use of online teaching through Teams and Canvas as well as increase in the number of field visits on a regular basis. Placing individual teachers on cohorts/groups at projects or in specific geographical areas.

Further development and refinement of teaching materials to generate engagement.

Updating assessment and reporting strategies

Programming days (1 per term) to further develop assessment and reporting as well as the updating and maintenance of course material including adjustments etc.

All teachers within the faculty are using Teams and implementing online/synchronous learning to improve outcomes for all students leading to an increase in engagement.

Additional courses offered and payed for from School to Work funds. Additional staff support enabled through Disability funds to aid students learning.

Supply of clothing and PPE items to keep students safe and also engaged, not missing out because of WHS requirements.

Our improved communication strategies are working and we will continue with current measures. Increasing online lessons and contact through Teams. Strategies to be trialled include workshops, mini schools, live lesson and roadshow in 2023.

An increase in student communication through online methods throughout 2022, again likely due to the impact the floods had decreased face to face visits.

L&ST support student achievement through appropriate interventions. L&STs support teachers through targeted professional learning and ongoing support in making adjustments to meet student needs.	Engagement with the learning and support teachers and the students submitted through this process have included: • Regular attendance by PDHPE teachers to the L&ST team meetings • Invite to attend faculty meetings. • Liaise with suitable adjustments for individual students. Consult with appropriateness of IP adjustments for learning. PLP's, testing to determine levels, Individualised Intervention Plans in the learning Tab, Collaborative Consultation with all stakeholders, Professional Development such as the Dyslexia course and other individualised training as required, Monitoring and Progress Evaluation through the LSTeam meetings, Advocacy and Support for families and students. Case management meetings, Learning Tab information, learning materials supplied and adjustments given. Professional Learning opportunities and mentoring given to all teachers upon request. In the Tell them form me survey parents indicate the support received from the school in learning support is in the neutral zone. This data includes all students so the students requiring additional support have indicated this in both the TTFM data and antidotally LAST teachers receive feedback form parents, hub and outreach teachers and other support staff. Interventions are working, however, improvements in practices across our school still need work. Improved student outcomes that are measurable which includes: Assessment and Diagnosis: Conducting thorough assessments and diagnosis of students with speech and language disorders. They collaborate with teachers to identify students who may need intervention and develop appropriate assessment protocols to determine the nature and severity of the intervention required. Individualised Intervention Plans: L&STs work closely with teachers to develop individualised intervention plans for students. Collaborative Consultation: L&STs collaborate with teachers to provide ongoing consultation and support. They may participate in multidisciplinary team meetings, provide feedback on student progress, and make recommendations for adjustments to intervention plans based on student performance and needs. **Referrals, Last meetings, dyslexia course, Feedback on LA by Last teachers, Disability provisions** **Super 6 strategies in courses and assessments and course adjustments in Dems** **Using the Super 6 in our course work and assessments ie: Questioning, visualising, summarising, making predictions and connections, Scaffolding** **Literacy adjusted stage 5 course, implemented recommendations for dyslexia, Use of read and write** Teachers contact the LaST team when support is needed to make individual adjustments for any student but and to help support our IP identified students with the majority in Stage 5. Staff attend PL workshops/seminars to develop further their skills in working with students with special needs. All faculty members attend specific training workshops such as the 'Dyslexia and Significant Difficulties in Reading' course, implement the Super 6 Strategies where necessary and other similar programs.

L&ST support student achievement through appropriate interventions. L&STs support teachers through targeted professional learning and ongoing support in making adjustments to meet student needs.	Increased explicit teaching strategies including scaffolding and modelling have are regularly incorporated into teaching materials.
	Interventions are embedded through the continual updating and improvement of resources and teaching materials both in hardcopy and online.
	The faculty would benefit from having a LaST teacher (or similarly qualified teacher) permanently placed within the staffroom so that their expertise could be accessed more frequently.
	Disability provisions, disability funding, adjustments for students, Dyslexia course. Ongoing discussions for advice on certain students when needed.
	Dyslexia course - 1 so far but several interested in training.
	New resources, sharing at faculty meeting ideas, recorded in DEMS learning tab adjustments.
	Useful tools such as glossary builder, Canvas - speech to text. Target specific adjustments for students.
	Continued support and advice when adjusting work, completing disability provisions.
	Student adviser attends L&ST meetings, teachers do when own students involved and if necessary.
	Incorporated into units of work when writing or developing materials.
	Refer to adjustments in record cards and embed accordingly to cater to student needs.

Southern Cross School of Distance Education 4659 (2022)

Strategic Direction 2: Opportunity and wellbeing

Purpose

To provide opportunities for our students to become life long learners and active members of their community and ensure cultural competence and wellbeing through safe supportive learning environments where all students are known, valued and cared for.

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.

- Opportunities
- Student engagement
- Wellbeing
- School Excellence Framework.: wellbeing element

Resources allocated to this strategic direction

Location: $5,680.00
Socio-economic background: $70,000.00
Professional learning: $50,000.00
Per capita: $152,000.00
Aboriginal background: $20,000.00

Summary of progress

Data was again collected for 2022 and will be used to analyse attendance and engagement over the current School Plan cycle. During 2022 for our fulltime students SCSoDE ran 24 Learning hubs, 14 outreach programs and 12 project classes, the same as 2021. 217 students took advantage of the extra support through the Learning hubs, 53 through Outreach and 142 through Project classes. This was a 12% decrease in attendance at our support programs, however this can be attributed to the devastating floods in our area throughout the year., the increased anxiety, change of living arrangements and the loss of Hub and Outreach spaces. The Virtual hub continued to run in 2022, this catered for our isolated and travelling students who could not attend any other engagement opportunity. Approximately 13 students took the opportunity to get assistance with a teacher online and also share their experiences with other students through Microsoft Teams, this was a slight increase from last year

Field visits continued to be a major instrument for engaging fulltime and single subject students with 801 field trips occurring in 2022. This was a 2.2% increase from 2021. COVID-19 and the flooding disaster did have a detrimental affect on face to face opportunities with numerous visits needing to be cancelled. 29 incursions were held and 15 excursions during the year.

Engagement processes continued in 2022 with students being reviewed twice a term on work return rates. 13057 internal reviews were conducted, 8191 (63%) where students were deemed satisfactory and 4866 where students were causing concern. The outcomes of these reviews vary from students achieving merit awards through to NESA warning letters or letters of concern being sent home and extra supports being put in place through the Learning & Support Team. The number of reviews performed were slightly less than 2021 however the percentage of satisfactory and concern are exactly the same as the previous results.

The student Merit scheme was consolidated this year with an improvement of gift prizes for recipients. Fulltime students who received 7 Merit awards were given a Bronze award as well as a SCSoDE pen. Students who received 14 Merit awards achieved a Silver award and a personalised SCSoDE drink bottle. Students who received 21 Merit awards attained a Gold certificate on Presentation Day and received a gift voucher worth $50. Single subject students needed less merit awards to achieve the same levels. In 2022 2471 merit awards were given out which was a 74% increase from last year, 119 students achieved Bronze, 44 achieved Silver and 20 achieved Gold, this was a 22% increase from 2021. 807 Presentation day awards were achieved by fulltime students and 299 Presentation day awards were achieved by single subject students. This was similar to 2021.

7-12 student return rate data for the whole school is below. This shows an increase or similar in work return rates compared to 2021 in all years other than Year 10. This also shows that there is a need for further strategies to be put in place for 2023 to raise the return rates for Years 8, 9 & 10.

Year 7: 2021- 45% 2022 48%

Year 8: 2021- 37% 2022 38%

Year 9: 2021- 30% 2022- 38%

Year 10: 2021- 50% 2022- 42%

Year 11: 2021- 56% 2022- 55%

Year 12: 2021- 50% 2022- 60%

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
Student engagement. Improve student attendance and engagement by 10% in all school activities and recognise student achievement through the merit system	The following are reports from each area or faculty of the school as to how engagement was measured, strategies used, their successes and areas that need improvement:
	Aboriginal & Alternate Learning
	We operate in a face-to-face mode, we regularly see students, and this creates a connection that is difficult to ignore. Regular pick-ups and drop offs, provision of food, provision of materials, provision of vocational pathways, work experience, training courses, no school uniform, first name basis, following through. All basic needs are met, and further opportunities are provided. We also can track students for 2 years with our Ngulingah program funding assuring some support after school.
	Student engagement is initially measured against the attendance of their previous school. Generally, the attendance improves by 60% as many attenders are school refusers who have previous attendance of 5-10%. If a student is engaging the data reflects this information in the form of, improved attendance, engagement of learning material, this is all captured on DEMS. We also have external audits on attendance, engagement of students and community, funds that are to be used in specific areas and this data is presented to Prime Minister and Cabinet and acquitted.
	For further consideration, methods and strategies for student engagement that motivate and create intrinsic awareness about the process of learning and understanding their responsibility in their education. Understanding patterns of study that cater for their direct needs. implementing choices that require students to contemplate their future.
	The faculty uses engagement days as a reward to encourage students to understand the advantages of consistent performance. Continuity creates understanding of progress. Awards are given regularly to students and received with great pride. Most students have not experienced success in the mainstream school setting, so this is a great way to encourage success not just for the students but for the families and carers to celebrate. 95% (5% would be non-attenders). The data shows the program is a success within our Aboriginal community via word of mouth. Our school benefits from the trust and success our faculty have within the community. The improvement our families see in the students across the board educationally, culturally and socially is our best recommendation.
	Further implications, Trust, respect and open communication. Maintenance of all relationships including external services.
	Creative & Performing Arts
	Student engagement has increased within CAPA due to an increase in structured weekly lesson time tabling. A focus on a more engaging Canvas delivery across all CAPA courses with increasing interactivity. student

Student engagement. Improve student attendance and engagement by 10% in all school activities and recognise student achievement through the merit system	attendance and correspondence is recorded in DEMS. Recording of online, phone and face to face lessons and the detail of each lesson is recorded. Post Covid attendance and engagement has increased exponentially as students are more willing to attend Learning Hubs, teacher visits and engagement days. Strategies such as the traveling road show will enable greater opportunities for 1 on 1 student visits and cohort workshops such as HSC engagements days. We are also planning incursions to make use of the new equipment that has been purchased and set up at the Ballina DE campus. Art workshops in the Makerspace and use of the darkroom and digital media studios have been arranged. At each CAPA faculty meeting we ask for good news, high quality practical work submissions to be shared.
	Engagement & Learning
	The average return rate for all ELF students across all KLAs for 2022 was 53.20%. The complex nature of ELF students such as individual learning adjustments, disabilities, and mental health has a significant impact on return rate data. Return rate data also includes students that have only been enrolled for a short period of time and those students that have not engaged. 'Student engagement' data should take into consideration students' past engagement, learning adjustments, disabilities, and mental health. The data reflects an increase in student attainment in Life Skills Year 10 and 11 ROSA, and Life Skills HSC. The data reflects there has been an increase in return rates average in Year 9 and 12.
	Strategies to improve engagement were: • Differentiated learning materials to meet the individual needs of students. • Individualised adjustments to suit students' abilities and interests. • Face to face visits. • 1:1 live lessons. • Hands on practical lessons/activities. • LAST meetings and ELF Collaborative Teacher Meetings to monitor, review and make recommendations for student learning. • Detailed and positive student feedback for each Learning Activity. • Verbal feedback and discussions via phone calls and face to face visits. • Engagement reviews. • Merit awards. • Support students in gaining additional credentials • Regular Communication with supervisors, hub/project teachers, year advisors, outside agencies. Further considerations are Canvas courses across KLAs to give students the opportunity to complete work online. Increased number of live lessons. Support students to increase additional credential attainment.
	Teacher identified student achievement, effort, improvement and encouragement awards given. 928 merit awards across KLAs in ELF. 237 presentation day awards across KLAs in ELF. The number of merit awards and presentation day awards has increased from 2021 to 2022. Merit awards and presentation day awards have a positive effect on student engagement and wellbeing. ELF place a high value on student merit and presentation day awards to encourage and acknowledge student achievement, effort, and improvement. ELF will continue to issue merit and presentation day awards to acknowledge student achievement, effort, and improvement. Staff will be reminded at Engagement Reviews to send merit awards where appropriate.
	English/History
	Teachers encouraged and now using regularly, Teams meetings and synchronised teaching where appropriate. Field visits have also been encouraged to help build strong relationships and increase engagement between teachers and students. Teaching materials and assessment tasks are constantly updated and reviewed to make sure they consist of quality learning material in line with NESA Standards and are accessible for all students. Adjustments are constantly checked and reviewed. Synchronised

Student engagement. Improve student attendance and engagement by 10% in all school activities and recognise student achievement through the merit system	lessons and increased use of online teaching as well as regular face to face teaching/visits helped Stage 6 students engage across both years. Upskilling staff in the use of Canvas and DEMS help develop quality teaching materials and lessons. Increased accessibility to faculty 'experts' for support and training.

	Yr 12:	**Yr 11:**	**Yr 10:**	**Yr 9**	**Yr 8**	**Yr 7**
2021:	56.30%	48.72%	51.97%	44.74%	50.15%	79.78%
2022:	61.96%	59.83%	44.55%	42.58%	44.17%	58.10%

Return rates indicate an increase in student engagement across Stage 6 but a downturn in year 7-10 in 2022. This may have been due to the significant disruptions to a vast majority of students in relation to the severe flooding event.

Further implications, all faculty members to constantly check and monitor the progress of all students and make adjustments where necessary. Extra support measures such as the LaST teachers to be utilised to help further develop teaching materials and upskill staff in managing the support and needs of individual students. Stronger network relationships with the DE network schools and the Statewide Staffroom with greater participation in TPL/PL where needed. Strengthening utilisation of ETA and HTAs: HSC days, webinars, excursions to further engage students. Specific subject teachers to review RAP data and school data to further understand the development of courses and how they are delivered. For example, the Modern History HSC course data suggests that no improvement has been made over the last 4 years with limited high band results. Teachers of that subject to focus on how improvements can be made for 2023 and into 2024.

Staff use engagement weeks to reward students who are doing well using the merit reward system embedded in SCSoDE. 2022: 230 merits 2021: 154 merits a 67% increase in recognition. Staff will continue to recognise the efforts and achievements of students by regularly focusing on every student during engagement weeks. Every faculty meeting, teachers are asked to share 'good news' including successes with students etc.

Human Society and Its Environment

Strategies put in place to improve engagement are Merit awards, Live lessons, Visits. Individual teacher responsibility with HT reminder regularly through each semester. Main effort this year is to recognise participation in online live lessons. 68 Merit awards and 35 Presentation awards were given. Difficult to compare as 2021 was Covid year and different process for merit. Faculty focus on merit awards. Reminder for merits consistently through the term.

Languages

High level of engagement as evidenced by amber and green return rate zone in DEMS, with very low red zone return rate. Strategies involve making adjustments to course content/LAs e.g. reducing amount of work, creating individualised activities, adding personal interest projects. Providing alternatives to how students submit work e.g. in Canvas providing Word and PDF files, as well as 'student annotation'; giving students the choice to do speaking lessons via phone or TEAMS, and in TEAMS the choice to have the camera on or off.

The week before engagement review, teacher contacts student, supervisor and parent if student is in danger of receiving a 'concern' or an official notification. This alerts supervisor and parent of student progress, and can unearth issues that teacher might not be aware of. Also provides time for student to increase return rate before the review. During engagement review week, teacher monitors student. If an official notification is required,

Student engagement. Improve student attendance and engagement by 10% in all school activities and recognise student achievement through the merit system	teacher contacts student, supervisor and parent to advise that this is happening, and to offer support in redeeming it. • Decrease in Year 9, 11 & 12 students in amber return rate zone in DEMS, particularly for Year 12 (72.3% down to 60.9%) • Warning letters - in 2022 only 4 unredeemed vs 2021 26 unredeemed • Retention of students from Year 10 into Year 11 Continuers course has increased from 18% in 2022 to 30% in 2023 • Retention of students from Year 11 into Year 12 Beginners and Continuers course has increased from 71% in 2022 to 77% in 2023 The data shows growth with Year 9, 11 and 12. While there was an increase in retention of Year 10 students, 38.4% of students were in the amber return rate zone, a marked increase from 2021. The Languages faculty will continue to implement the strategies stated above and increase face to face contact with students e.g. field visits, mini-schools. Some teachers routinely award merit certificates during engagement review week. Of these teachers, some award them to students who are up to date. Other teachers award merit certificates if reminded by their head teacher. Presentation day awards are given to students who: come first in a course if their mark was excellent, achieved an excellent overall mark, regardless of their class rank, worked consistently and diligently throughout the year, even if their overall mark was not high, made significant improvement • 101 merit awards, mostly by the same teachers • 80 presentation day awards • Increase in merit awards (2021 - 79 vs 2022 - 101) • Increase in presentation day awards (2021 - 42 vs 2022 - 80) Implications for faculty are target teachers who do not award merit certificates, or award very few merit certificates. Set up reminders in Weeks 4 & 8 for teachers to send merit certificates (not just official notifications). **Mathematics** Engagement booklets for Projects trialled 2022 for Lismore Project. Weekly visits to the Lismore project, Fortnightly visits to Alstonville project and Evans Project. Writing time has been given in Term 1 to continue writing these learning activities, although there are questions about the new curriculum. Continued collaborative conversations regarding adjustments and negotiation with students and their families to support the individual needs of students. Visits encouraged. **2021** Yr 9 return rate 45.11% Yr 10 return rate 56.25% **2022** Yr 9 return rate 45.47% Yr 10 return rate 56.14% **2021** Lismore project return rates Yr 9 72.09% Yr 10 58.93% **2022** Lismore project return rates Yr 9 75.7% Yr 10 67.2% Minimal growth for Yr 9, but there seems to be some growth in Yr 10 Lismore Project students **2021** 74 awards **2022** 118 awards. Talking about merits is becoming apart of the engagement review process. Continued effort to make merit awards a part of the culture. **Personal Development Health & Physical Education** The strategies the PHDPE faculty employs to improve engagement is communicating high expectations early and regularly, being consistent with messaging across the faculty and by providing additional support as needed by individual students, for example additional phone/live lessons. Each teacher works to gain knowledge of their student by reading ELP's, communicating with hub, outreach and year advisors as well as supervisors to gain a better understanding of the learning context of the student. As a faculty we use return rate data to advice and guide the teacher on what supports and communication needs to take place.

Student engagement. Improve student attendance and engagement by 10% in all school activities and recognise student achievement through the merit system	Return Rate **2021** 56.05% Return rate **2022** 59.95%. There has been improved attendance/engagement across Year 7, 8, 9 and 12. Year 12 data when excluding Life Ready students below 10% return rate reflects an overall improvement across these years from 2021 to 2022. Overall, the PDHPE faculty has reflected an improvement in engagement/attendance. The data is inline with the progress of the cohorts into the following year. For example, the Year 9 cohort in 2021 had a low engagement/attendance which appeared to transfer into Year 10 in 2022. In implementation of IP students into faculty combined with suitable adjustments made to learning materials appeared to positively influence engagement /attendance for students within our faculty. Implications into the future: • Continuing with the adjustments of learning materials to better support our students individual learning needs. • Continued emphasis of live lessons for students • Continued promotion of high expectations and building of relationships • Early identification of students not engaging • Promotion of an incursion to support students learning and connection to the school. • Early identification of students struggling with attendance/engagement During engagement reviews staff are encouraged to reward students who are achieving, identify students with a high return rate at the end of each term. Hold collegial discussions regarding first in class awards, use of a strength-based approach in providing feedback. **2021** 51 **2022** 140 merit awards **2021** 20 **2022** 30 presentation day awards. In the future staff will: • Continue to promote rewarding students achieving each engagement review cycle. • Identify individual teachers who may not be rewarding students regularly. • Reward students for consistent and high engagement/return rates • Regular acknowledgement of student attainment **Primary** Excellent engagement in online mini-schools & assemblies, we make attendance at these an expectation: students don't have a class lesson that week. Attendance onsite is minimal. Records of attendance in DEMs shows growth in attendance, almost everyone that can come does: 2.9 tends to be the exception. Only two K-6 onsite mini-schools held each year, dates advertised at start of year. Hoping that with increased notice and opportunities for primary and secondary students on same day, more students will attend.. Also had field visits to Isolated students in T1 to establish positive relationships. One class award each week to a student, presented in class by class teacher. Aussie Awards (Citizenship) presented T1-3 at Assembly. One per stage, discussed by teachers. Presentation Day awards: 1-2 class awards for each class; How2Learn (Strategies) award, one per stage, discussed by teachers. Poetry Project. Implications for 2023 to look at integrating with secondary merit system processes **Science** DEMS average return rates **2021 %- 54.78; 2022 %- 62.47%,** over 8% increase. Increase in online lessons and participation in practical days; minischools, whole school events. Phase 2 implementation of Narragunnawali audit. Staff award merits to students according to the merit groups available for participation, academic, citizenship, consistent effort, cultural, improvement etc, these can be awarded for Learning Activities, participation in practical activities and whole school events.

Student engagement. Improve student attendance and engagement by 10% in all school activities and recognise student achievement through the merit system	Merit awards **2021 - 69; 2022 - 76** Presentation day awards **2021 - 6; 2022-48.** Has been a significant increase in merits and presentation awards. Continue to encourage staff to give merits and awards. **Technology & Applied Studies** In 2022 TAS recorded a return rate of 75% or greater for 31 students. This was an improvement on 2021 from 27 students. Some of the strategies we have in place to continually improve return rates are: • Teachers are regularly reviewing return rates and contacting students regularly by phone. • We have increased the opportunity for students to attend practical lessons at SCSoDE • Teachers are including HT into re-engagement plans • More courses available on CANVAS, which has reduced the dependence on hardcopy option • More emphasis is being placed on developing higher expectation relationships with the students Indifferent engagement for 2022 - there is a slight decrease in TAS overall return rates **56.42% for 2022**, **57.81% for 2021**. Most likely due to the floods and displacement of students throughout the 2022 year Our improved communication strategies are working and we will continue with current measures. Strategies to be trialled include workshops, mini schools, live lesson and roadshow in 2023. Students were regularly commended with feedback on coursework and assessment tasks. Students were awarded merit certificates - but there is scope to further develop this. Total merits issued in 2022 - 44. This could obviously be worked on to increase for 2023. **Vocational Education & Training** Increased enrolment numbers in VET in 2023. More engagement in Teams lessons, incursions, prac lessons, face to face, visits etc, Industry specific rooms, extra resources, VET merit awards for achieving UOC, Enrolment numbers. These numbers do not contain the students in AAL 2021 - 60 VET students, 9 Aboriginal - numbers at year end 2022 - 51 VET students, 11 Aboriginal - numbers at year end 2023 - 68 VET students, 23 Aboriginal - numbers 31.3.23 Further implications: Increase number of Teams lessons, face to face visits, use of industry rooms, new construction course, additional credentials for students eg Whitecard, barista, first aid Merits are given for First in course, achievement of VET UOC, after engagement reviews, positive engagement in learning etc. VET Student of year at Presentation, voucher plus award .State training awards - students nominated, really difficult process 39 merits in 2022, 1 x VET student of year, 20 Merits at presentation. A small increase shown from 2021. In 2023 we will continue to encourage use of merit awards more often than after engagement reviews
Opportunity. Data continually collected for number of synchronous lessons opportunities offered and compared to 2021. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are continuing to developed. Continual development of school procedures for	**Aboriginal & Alternate Learning** All lessons are live and face to face. We have small cohorts so always synchronous lessons. Our skill is delivering face to face with a mixed cohort, making connections. Everything we do is based on face-to-face learning and engagement; this is part of our success. The small group setting allows for more individual learning than mainstream schools can provide. High expectation relationships is the basis for our faculty's success. Regular success with chronic non-attenders is the basis for our mode of delivery

online synchronous lessons	small groups work well in the AAL scenario. Changes of days can often change attendance, group changes to get the right fit, team teaching, these strategies support the process, and we innovate wherever possible for improvement. Regular staff meetings help very much with this and keep everyone on the same page.

Creative & Performing Arts

CAPA had a mixture of Single Subject and Single Course students across all subjects from 9-12. Years 7 and 8 are full time only, however, project students are included in this grouping also. Timetables of Single Subject Schools and Projects schools can be inhibitive to larger synchronous lessons. Dance uses it in a mini school for virtual and face to face attendance where teaching is done simultaneously between the two cohorts. Music In Years 11 and 12 ran various synchronous lessons where students' timetables matched and throughout the examination revision periods. Visual Arts in 2022 had 1 Year 8 teacher do a small synchronous lesson with available students. We found they were successful, however, greater success was gained from these from recording the lessons (with permissions) and placing them onto Canvas into student folders for revision of the lesson. Some students are not comfortable with their video being on at all, or all of the time, whilst some are. We saw a large increase in 2022 of use of asynchronous lessons and synchronous lessons throughout the work from home Covid periods, and then as Covid restrictions lifted, generally patterns were maintained. We found asynchronous lessons more effective due to the mixture of the cohorts or smaller groupings of asynchronous lessons. In most cases, we found asynchronous lessons had an impact on positively engagement.

CAPA has put significant research, time and effort and resources into ensuring we can increase the number and quality of practical lessons via synchronous or asynchronous learning in all Creative and Performing Arts Subjects. These included:
 • Midi technologies for music
 • Two cameras for each workstation with flexible arm holders to get a 2nd camera view that is flexible and fluid.
 • Developed camera brackets for the ukulele and guitar so the 2nd camera can focus on the fretboard of the instrument and be switched easily.
 • Tripods that can hold the weight of a DSLR camera held at a 90-degree angle over the MIDI keyboard and digital piano to give the correct view for a student learning and engaging in the keyboard practical unit and lessons.
 • Use of wifi technologies through the ipad, headset receives SHURE wireless microphones, and mixing desk to allow our dance teachers to freely move and dance whilst teaching online for practical lessons. This is essential for choreography, performance, rehearsals and learning the dance sequences and technical facility demonstrations and safe dance practices. These technologies then couple with the mixing of the computer and large screen.
 • Each art teachers' desk has been provided with small form clip video, lighting and webcam mount to facilitate better online teaching and shifting of camera views over and around practical work and demonstrations.
For 2023, we will continue doing this and our Strategic Directions plan has an aim for Visual Arts to increase this style of online teaching.

Engagement & Learning

1:1 live lessons were implemented. Students who participated responded positively and thoroughly enjoyed communicating with their teachers face-to-face. Live lessons day and times are negotiated with each student. This ensures students and teachers are ready and available to complete the lesson at an agreed time. Live lessons increased student engagement as it gave students an additional opportunity to achieve course outcomes. Due to the complex nature of ELF students, access to technology, individual learning needs, and individual adjustments made, delivery of synchronous lessons was not achieved and 1:1 live lessons proved more successful. 12 students engaged in 1:1 live lessons across a number of KLAs. Live lessons are tailored and adjusted to suit each student's individual learning needs and abilities. Live lessons further supported student engagement and

Opportunity. Data continually collected for number of synchronous lessons opportunities offered and compared to 2021. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are continuing to developed. Continual development of school procedures for online synchronous lessons	strengthened authentic high-expectation relationships. Live lessons increased student engagement as it gave students an additional opportunity to achieve course outcomes. Communicating with teachers face-to-face during live lessons also allowed students to develop their communication and technology skills. ELF plan to engage more students in 1:1 live lessons. This will strengthen high-expectation relationships, give students an additional opportunity to achieve course outcomes and support students to develop their technology and communication skills. In 2023 there will be a focus on writing Canvas courses across KLAs to give students the opportunity to complete work online - this could provide further opportunities for live lessons. As students become familiar and confident with live lessons teachers aim to increase to 2 - 3 students in a synchronous lesson where possible. Face-to-face opportunities are encouraged and supported in ELF. They are an essential and substantial part of building high-expectation relationships to support student engagement and wellbeing. ELF students are encouraged to participate in Mini schools that occur at the hub they attend where they participate in a range of activities. This participation is credited, positively increasing engagement. Some students were supported by ELF teachers to complete their White Card, and Learners and Provisional Drivers licence. This had a positive impact as it allowed students to achieve Life Skills outcomes in an additional way and gave students an additional credential. ELF staff visit students face to face on a regular basis. Visits, mini schools and additional credential opportunities have a positive impact on increasing student engagement as they allow teachers to work 1:1 with students, further develop high-expectation relationships, and provide Life Skills students additional opportunities to achieve course outcomes. ELF staff to further support and encourage students to achieve additional competencies to support a successful transition from school and equip them with a variety of skills to enter work and the wider community. **English/History** All teachers are now integrating synchronous learning across all aspects of their teaching. This may be online or regular face to face meetings with small groups of students at Hubs and projects. Teachers are reporting during informal and formal collegial discussions that students are becoming more engaged with their learning. There are still occasions where students are reluctant to participate fully in group lessons but are engaging more frequently with their teachers. Most students respond positively but there are still individual students who feel uncomfortable in a variety of teaching situations. All staff have indicated that they have spoken with their students in this regard. All lessons are negotiated at the beginning of the year and when students first enrol in courses. This was and is a successful process for increasing student engagement in learning for the majority of our students. All English, History and Aboriginal Studies courses are available through Canvas and links are available in all courses to Teams video lessons. Teaching resources and materials are all available in digital format. USB and QR codes are used to provide greater opportunity for students to access resources. Writing time is spent updating Canvas courses. Videos of lessons, instructional videos and recordings etc are all made available to students. The faculty is continuing to develop strategies to enhance the delivery of synchronous learning and live lessons in 2023. Discussion within the faculty suggests that starting students early (in Stage 4) maybe more successful than the push to implement these changes in Stage 5. Younger students may have already had experience with this style of learning, and it is assumed that they may be more comfortable moving through the various stages in high school. Formal time tabling is an issue if it isn't implemented as a whole school initiative, but staff have found it reasonable to organise/ negotiate with students times suitable for group lessons. There has been little conflict with other subjects/faculties. Staff report that face to face visits are extremely valuable in engaging students at all levels and building high expectation relationships. 2023 -

Opportunity. Data continually collected for number of synchronous lessons opportunities offered and compared to 2021. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are continuing to developed. Continual development of school procedures for online synchronous lessons	Allocations of students is somewhat regulated by geographical locations etc. eg: One teacher on Nimbin project students (Stage 5). This practice is regulated as far as allocations/enrolments permit.

Human Society and Its Environment

Teachers implemented synchronous learning opportunities into their teaching and learning and were successful. Students responded positively. This was an effective process for increasing student engagement in learning. 31 live lessons to year 9. The 2022 model for year 9 geography has supported the direction, planning and implementation of 2023 live lesson with year 10 geography. Term 1 participation has been consistent with 6-12 students regularly participating. A focus has been on teacher geographical skills. Compulsory requirement in live lessons is the only way to have all students participate and value the lessons. At the moment these are opt in and not recorded as a LA on record card in HSIE.

Visits were successful. Weekly face to face opportunities were delivered through visits at home, hubs, projects, on-site. Consistent opportunity to meet and engage with teacher has increase individual student engagement as seen in increase DEMS return rates after visits.

Languages

All Languages teachers have weekly synchronous lessons with each of their students via phone, TEAMS or face to face. These synchronous lessons are essential for language learning, and form part of one of the syllabus objectives/outcomes (speaking/interacting skills) as well as a theme (personal world). Most students respond positively, however, some students are reluctant to engage directly with teachers. At the beginning of the course teachers negotiate and establish a weekly synchronous lesson with each student. While the preference is for 'sighted' TEAMS lessons, there is the option for webcam off or phone. This not only provides the opportunity for students to demonstrate a syllabus objective/outcome, teachers use the time to develop a rapport with students, getting to know them and any issues.

There is 1 lesson per week for each student. Synchronous learning is based on speaking activities which are embedded in each module. The synchronous lessons give students the chance to ask questions and receive instant feedback. They give teachers the chance to go over difficulties students may have in their work, to find out what is happening in the students' lives, and to address issues directly with the students.

Synchronous lessons will remain an essential element of language teaching. However, they are very time-consuming and teachers find the workload onerous. We have already counselled some teachers about time-management, providing the following guide: 15 minutes per week per Stage 4/5 student and 20 minutes per week per Stage 6 student. This is in addition to marking, with the same recommended time allocation per student. Time-management: some teachers spend 30 minutes per student every week. This is in addition to marking, resulting in some teachers spending an hour or more per student each week. This is beyond the school allocation, based on SSUs.

The current method of calculating SSUs is very outdated, and based on outdated teaching methodology that does not include synchronous teaching (it even predates phone lessons as a part of teaching). It needs to be changed to allow teachers to spend more time on each student.

34 student visits (down from 38 visits in 2021), Year 12 mini school for Spanish & Indonesian attended by 14 students, 35 (34 field visits, 1 mini-school) these were very successful, and an important supplement to the weekly synchronous lessons. Field visits are vital in increasing engagement. For a student who is a concern it is the teacher's opportunity to catch the student before an official notification, or to help a student redeem an official notification. The mini-school increased students' sense of belonging by seeing other students who study languages, and specifically, their

Opportunity. Data continually collected for number of synchronous lessons opportunities offered and compared to 2021. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are continuing to developed. Continual development of school procedures for online synchronous lessons	language. Many students exchanged contact details so that they could continue to interact. Further implications: Continued support from SASS staff who are invaluable in the organisation and running of mini-schools. Investigate less red-tape when holding a face to face lesson at another school. In 2021 a teacher held a lesson at Byron Bay HS with a student from BBHS and another from Xavier CC. Byron Bay HS was the selected venue as it was close to the home of the Xavier CC student. The students would not have attended the lesson if it was held at SCSoDE due to insufficient transport options. However, due to the onerous amount of administrative work required, e.g. risk management, the teacher is reluctant to hold another lesson offsite again. **Mathematics** In 2022, there was a lot of conversation. Teachers did put in the effort initially and continued to show up to lessons during the year but with very small to non existent cohorts. Teachers did discuss synchronous lessons with their students. Teachers ended up visiting projects and hubs in lieu of synchronous lessons. Teachers used the N-determination process to negotiate opportunities with individual students to join individual online session or classrooms. It was not effective as a whole - except to say that teachers have entered 2023 with trying to set up weekly group lessons. Yr. 9 - one session a week Yr 10 - one session a week Teachers more conscious of trying to implement synchronous lesson into their weekly sessions. It will frame the way the new curriculum is developed and implemented. 74 Individual teacher visits occurred in 2022 Every opportunity to make contact with a student is valuable. More encouragement to visit, teachers have been allocated areas and projects as much as possible to make travel more valuable. **Personal Development Health & Physical Education** Synchronous lessons Year 7 - 4, Year 8 - 4, Year 9 18/20 and Year 10 - 10/12. Teachers also conducted live lessons with Stage 6 students. For the students that attended the live lessons they found benefit with teachers receiving positive feedback. The numbers of students involved in life lesson during 2023 have increased suggesting a culture is beginning to evolve. Most students do not use their cameras and some the microphones, however, engage using the chat forum. As the year evolved teachers built their skills with the technology as well as developing teaching strategies for online lesson, for example pausing and allowing silence for student thinking. For the students who found it challenging to attend the live lessons in a class setting were provided the opportunity to participate in individual phone/live lessons. This was effective for individual students who took up this opportunity. Evidence of this are two Year 10 students - one had a return rate of 0% at the end of Term 1 and another who had a return rate of 25%. With the introduction of the individual lessons each students increase their return rates to 87% and 68% respectfully. Live lessons were introduced for each year group and course from Year 7 to 12. The lessons were timetabled each week and where to go for 30-minute timeslots. This allowed part of the learning Activity to be addressed where students needed to then go and complete the remainder of the lesson before completing that week's learning. Year 7 and 8 had one live lesson per week, Year 9 and 10 had the choice of attending the live lesson on two different days of the week. Each teacher would identify the learning intentions for each lesson and focus on the main concepts, building knowledge and understanding as well as skills in writing responses, critical thinking and communication. Teachers lesson plans for each lesson were saved with the intent to be refined and delivered in future years.

Opportunity. Data continually collected for number of synchronous lessons opportunities offered and compared to 2021. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are continuing to developed. Continual development of school procedures for online synchronous lessons	Of the students who regularly engaged in live lessons had an average return rate: Year 7 - 83% Year 8 - 81% Year 9 - 63% Year 10 - 77% Future strategies/thoughts • Positive start to live lesson and to continue promoting this learning opportunity for our students. • Further professional development and exploration of strategies used to deliver engaging live lessons. • Whole school development of a timetable to avoid clashes with other faculties. • How do we build expectation of our students to attend these lessons? The faculty were involved in conducting weekly face-to-face lessons in the Ballina learning hub as well as conducting a student skills day, a master class for Stage 6 CAFS students, student visits for our single subject students and face-to-face lessons with students when they visited the school. Opportunities in 2022 were: • Study skills day (single day) • Year 12 HSC master class (single day) • Ballina learning hub weekly Thursday classes. • Student visits (regularly through the year visiting single subject students) Future opportunities • HSC study days • Incursions (PDHPE day within the school) • Road show involvement • Student visits **Primary** Teachers successfully implemented synchronous learning opportunities into their teaching and learning. Students responded positively. Primary students already engaged and this has been part of the learning process for many years. One live lesson per class delivered/ synchronous learning opportunities provided each week. One mini-school, one assembly per term for face to face opportunities which are successful. **Science** Teachers successfully implemented synchronous learning opportunities into their teaching and learning with mixed results; some liked and others didn't. This assisted in increased engagement . • YR 9 **2021- 50.29% 2022 - 59.68%** Increase in engagement • YR 10 **2021- 69.75% 2022 - 59.89%** Drop in engagement but this could be attributed to a variety of factors drop in numbers/ cohort, number of students affected by floods etc Science Staff delivered weekly online lessons, held minischools and had visits to students however the way data is entered it is hard to gauge the correct amount as some are listed as Learning activities on the recorded card and not specially as an online lesson. YR7-10 online lessons are being undertaken. Further implications are: • Groups of students at same time, • Improve wifi at projects • Use of Diary as a central point to timetable online lesson to check for clashes.­­­­­­ The number of minischools increased from the previous year due to lift in covid restrictions and confidence of students to participate in groups etc. 2022 Science staff held regular weekly online lessons, minischools, visits, and excursions but these have not all been entered into the DEMs to be analysed correctly. Face to face lessons recorded student participation as student engagement this also provided opportunity for students to go over

Opportunity. Data continually collected for number of synchronous lessons opportunities offered and compared to 2021. Faculty plans for synchronous teaching and learning; including mini schools, excursions, incursions and vocational training are continuing to developed. Continual development of school procedures for online synchronous lessons	work and understand and outline what is required of them attributing to the increase in submissions overall. Training in Student Diary to book in online lessons and see clashes with other faculties/subjects. **Technology & Applied Studies** Synchronous lessons through mini schools and more MS Teams lessons throughout 2022, visits to hubs and schools with multiple students notably Byron Bay, Richmond Christian College, Hinterland, Xavier, Maclean and Mullumbimby Schools. Opportunities include: • 6 lessons per week in TEAMS or Zoom for Engineering and Graphics • mini schools and workshops for Textiles • increased Teams or video lessons for Food Tech & EEC • Construction subjects has students attend on a regular basis for practical lessons A lot of phone and video conference lessons are conducted one on one due to having a large proportion of Single subject students - where timetables don't line up. Also, the practicalities of major projects for senior students require mostly one on one attention Improved HSC results including the most bands 5 and 6 TAS has had specifically: Industrial Technology - 1 band 6 : Textiles - 3 band 5's: Food Technology - 1 band 5: Software Design and Development 1 band 6 & 2 band 5's: Engineering Studies - 2 band 5's. Future implications: Recording technique workshops such as Natural Dyeing and Felting - so that students can view them anytime. Looking at live recording of lessons with students and possibly captioning with the help and guidance of the digital media team in 2023 We received a lot of verbal appreciation for the face to face opportunities and the overall improvement in return rates above 75% are a good indication of success. Alternative practical opportunities e.g. mobile classroom and workshop trailers are being investigated and planning is underway for use in 2023 as use of these facilities were hampered caused by the floods. **Vocational Education & Training** VET do not have timetabled lessons like Yr 9 and 10. Individual arrangements with students depending on if full time or single subject etc. A lot more students engaging in Teams with their teachers through Teams lessons. Many students now prefer this to phone as can share screens etc. Most staff have regular timetabled times with students, which are negotiated to fit around both student and teacher calendar. Individual basis, try to engage at least once per week in Teams. Lessons usually based around content for the week and assessment help, general catch up and wellbeing. These were successful in raising engagement. Still some students shy of / refusing using Teams even with all of the extra help and support offered. In 2022 use of industry specific rooms in business, retail and Coolamon van. Increased visits to use kitchen facilities at Grafton, Bonalbo. Increased visits to assist in assessment tasks and work placement visits. Very successful in engaging students. Additional courses - 64 - whitecard, barista, first aid, marine, rsa, rcg. As well as the many practical opportunities for students onsite and at Hubs for their practical requirement.
Wellbeing. Continue to collect data from Students, parents and staff. Questions involve sense of belonging, positive relationships and feeling supported	51 responses from students (5 year 7, 7 year 8, 7 year 9, 5, year 10, 1 year 11, 26 year 12 students), 58 responses from parents/carers, 39 responses from teachers. **Students** • Female students have a lower positive sense of belonging than males (35% compared with 71% for males and approx. half of what the NSW Govt Norm is for female students).

Wellbeing.	• Students at SCSoDE have a positive behaviour that is higher than the norm and understand that there are clear rules and expectations for behaviour.
Continue to collect data from Students, parents and staff. Questions involve sense of belonging, positive relationships and feeling supported	• Grades in English, Maths and Science across 7-12 as a whole are overall higher than NSW Govt Norm. However, Year 9 are lower than NSW Govt Norm against English, Maths and Science.
	• Explicit teaching is higher than Norms
	• Students feel well supported by having someone that they can turn to and provides encouragement.
	• 11% of the 51 respondents experience bullying (compared with the Norm of 21%)
	• Staff emphasise academic skills and high expectations for all students to succeed with a school mean of 7.5 compared to Norm or 7 for state.
	• Less students plan to finish Year 12 at SCSoDE in comparison to NSW Norm.
	• Students planning to do an apprenticeship or TAFE course are on par with the state norm.
	• 60% compared to 67% of students plan to go to university.
	• 17% of respondents are for Aboriginal or Torres Strait Islander origin
	• Generally Aboriginal students feel good about their culture when at school
	• Most students are positive or indifferent about the pride they feel for the school.
	• 93% of respondents state they are always or usually treaded with respect in regards to cultural background
	• For those that have experienced racism most state that they have experienced it in the playground or at another school setting
	• Year 8, 9 and 10 students have difficulty setting challenging goals for themselves and in their schoolwork in doing their best.
	• 28% or respondents strongly disagreed or disagreed that the toilets were clean and well looked after
	• 84% of respondents know where to seek help if bullied
	• 22% of respondents felt that there isn't enough shaded or covered areas during bad weather
	• 29% of students spend 1-10 hours per week on their school work
	• 37% of students spend 11-20 hours per week on their school work
	• 24% of students spend 21-30 hours per week on their school work
	• 8% of students spend 30+ hours per week on their school work
	• 86% of students state that increased opportunities for learning via live lessons has been of some assistance
	Parents/carers
	SCSoDE received scores **higher than the state norm in:**
	• Parents supported learning at home
	SCSoDE received scores **lower than the state norm in:**
	• Feeling welcome
	• Inclusive school
	• Safety at school
	• School supports positive behaviour
	• School supports learning
	Main areas of focus that parents scored **higher than or close to the state norm are:**
	• Written information from the school is in clear, plain language
	• The school's administrative staff are helpful when I have a question or problem
	• Reports on my child's progress are written in terms I understand
	• If there were concerns with my child's behaviour at school, the teachers would inform me immediately
	• Encourage student to do well at school
	• Praise your child for doing well at school
	• Discuss how well the student is doing in their classes
	• Teachers expect homework to be done on time
	• Student is encouraged to do their best
	• My child is clear about the rules for school behaviour
	Main areas of focus that parents scored **lower than the state norm are:**
	• I am well informed about school activities

Wellbeing. Continue to collect data from Students, parents and staff. Questions involve sense of belonging, positive relationships and feeling supported	• I can easily speak with the school principal • Parent activities are scheduled at times when I can attend • I am informed about opportunities concerning my child's future • I am informed about my child's social and emotional development • Parents talk with their child about feelings towards other children in school • Teachers take account of my child's needs, abilities and interests • Teachers have high expectations for my child to succeed • Teachers show an interest in my child's learning • Teachers maintain control of their classes • Teachers devote their time to extra-curricular activities • Behaviour issues are dealt with in a timely manner • The school helps prevent bullying • Teachers try to understand the learning needs of students with special needs • School staff take an active role in making sure all students are included in school activities • Teachers help students develop positive friendships • Of the respondents 45% stated that they have spoken with the students teacher more than 3 times. 27% report that they have never spoken with the students teacher • 47% state that they have never attended a meeting or social function • 95% are not involved in any school committee's • Most respondents identified that their child spends less than 45min on homework per week. • Most parents spend less than 30 minutes helping their child with their homework per week • 68% of parents identified that the subjects that their child wishes to study are offered at school • 53% of parents stated that they would recommend SCSoDE to parents of primary school students • 47% stated that the school had a good reputation in the community with 39% neither agreeing or disagreeing • 65% stated that they are satisfied with the general communication from the school with 19% neither agree or disagree • 90% said they would support their child's decision to do a TAFE or VET qualification • 74% believed that TAFE or VET qualification would provide their child with good employment and career opportunities with 23% indifferent • 15% of respondents identified as being of Aboriginal or Torres Strait islander decent • 16% said that their child identified as being of Aboriginal or Torres Strait islander decent • 53% stated that the school is a culturally safe place with 43% indifferent • 53% stated that their child's report provided them with information on how to best support their learning with 26% indifferent • The most useful communication types identified when discussing their child were: • telephone • school reports • progress/interim reports • emails • The most useful communication types identified when finding information out about the school were: • Text messages • emails • school website • newsletters • 81% expected that their child would complete Year 12 (14% unsure) • 18% go to university (30% unsure) • 30% attend TAFE (51% unsure) • 59% believe that the school is well maintained (34% indifferent) • 64% feel that the physical environment is welcoming (26% indifferent) • 59% stated that it is easy to access or move around the school (35% indifferent) • 36% of respondents stated that their child has a disability or special needs • 46% believe that the school provides enough resources to help students with a disability or special needs (42% were indifferent)

| **Wellbeing.** Continue to collect data from Students, parents and staff. Questions involve sense of belonging, positive relationships and feeling supported | • 46% felt that the school helps students with a disability or special needs feel welcome (47% were indifferent)
• 86% were in agreeance or neutral that the school provides enough home learning resources
• 65% disagreed (22% neutral) with the statement that child performance in maths was not important
• 48% of parents believe the most important thing for their child in meeting their learning needs is student/teacher relationships
• 55% of respondents seek teachers for support sometimes
• 13% of respondents never seek teachers for support
• 20% of respondents rarely seek teachers for support
• 13% of respondents seek teachers for support every week

Teachers

SCSoDE received scores **higher than the state norm in**:
• technology
SCSoDE received scores **lower than the state norm in**:
• leadership
• data informing practice
Points of focus that teachers scored **higher than or close to the state norm are:**
• School leaders have provided guidance for monitoring student progress
• I work with school leaders to create a safe and orderly school environment
• I talk with other teachers about strategies that increase student engagement
• I discuss learning problems of particular student with other teachers
• I discuss my learning goals with other teachers
• I give students written feedback on their work
• I talk with students about the barriers to learning
• I monitor the progress of individual students
• I set high expectations for student learning
• My assessments help me understand where students are having difficulty
• When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve
• I give students feedback on how to improve their performance on formal assessment tasks
• When I present a new concept I try to link it to previously mastered skills and knowledge
• Students receive written feedback on their work at least once every week
• Students receive feedback on their work that brings them closer to achieving their goals
• I discuss with students ways of seeking help that will increase learning
• Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts
• I use computers or other interactive technology to give students immediate feedback on their learning
• Students use computers or other interactive technology to track progress towards their goals
• I help students set goals for learning new technological skills
• Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter
• I help students use computers or other interactive technology to undertake research
• I help students to overcome personal barriers to using interactive technology
• I am regularly available to help students with special learning needs
• I strive to understand the learning needs of students with special learning needs
• I make sure that students with special learning needs receive meaningful feedback on their work
• I work with parents to help solve problems interfering with their child's progress
• I am in regular contact with the parents of students with special learning needs |

Wellbeing.	• Parents are regularly informed about their child's progress
Continue to collect data from Students, parents and staff. Questions involve sense of belonging, positive relationships and feeling supported	**Points of focus that teachers scored lower than the state norm are:** • School leaders have provided me with useful feedback about my teaching • School leaders have taken time to observe my teaching • I work with other teachers in developing cross-curricular or common learning opportunities • Teachers have given me helpful feedback about my teaching • Students become fully engaged in class activities • Students find class lessons relevant to their own experiences **Four dimensions of classroom and school practices:** For challenging and visual goals, the main points that teachers scored **higher than state norm in:** • In most of my classes I discuss the learning goals for the lesson • I set high expectations for student learning • I use individual education plans to set goals for students with special learning needs • I discuss my learning goals with other teachers For challenging and visual goals, the main points that teachers scored **lower than state norm in:** • School leaders have helped me establish challenging and visible learning goals for students • School leaders have provided guidance for monitoring student progress • I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent) • I work with students to identify a challenging learning goal relevant to the use of interactive technology For planed learning opportunities, the main points that teachers scored **higher than state norm in:** • Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts • When I present a new concept I try to link it to previously mastered skills and knowledge • Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter • I create opportunities for success for students who are learning at a slower pace For planed learning opportunities, the main points that teachers scored **lower than state norm in:** • I work with other teachers in developing cross-curricular or common learning opportunities • School leaders have helped me create new learning opportunities for students • Students become fully engaged in class activities • I make an effort to involve parents and other community members in creating learning opportunities For quality feedback the main points that teachers scored **higher than state norm in:** • I give students written feedback on their work • I am regularly available to help students with special learning needs • I use computers or other interactive technology to give students immediate feedback on their learning. • Students receive written feedback on their work at least once every week • I monitor the progress of individual students. • I make sure that students with special learning needs receive meaningful feedback on their work For quality feedback, the main points that teachers scored **lower than state norm in:** • Teachers have given me helpful feedback about my teaching • School leaders have provided me with useful feedback about my teaching • I ask parents to review and comment on students' work • School leaders have taken time to observe my teaching. For overcoming obstacles to learning, the main points that teachers scored **higher than state norm in:** • I strive to understand the learning needs of students with special learning

Wellbeing. Continue to collect data from Students, parents and staff. Questions involve sense of belonging, positive relationships and feeling supported	needs • I talk with other teachers about strategies that increase student engagement • I discuss learning problems of particular students with other teachers For overcoming obstacles to learning, the main points that teachers scored **lower than state norm in:** • School leaders have helped me improve my teaching • I am effective in working with students who have behavioural problems • School leaders have supported me during stressful times • 91% of respondents agree that the school is well maintained (5% indifferent) • 65% of respondents support effective teaching practices (18% indifferent) • 61% agree with the statement that students focus on their learning (23% indifferent) • 56% agree with the statement of sense of belonging for students (33% indifferent) • 61% of respondents have been teaching for 16 years or more • 56% or respondents are full time permanent with 10% permanent part-time • 96% of respondents are at the proficient level of accreditation • 48% and 13% indifferent disagree that they would consider teaching in a more rural or remote part of SW because of the financial and other incentives available to teachers to work there • 51% agree that staff moral is positive with 8% indifferent • 52% agree that school leaders are leading improvement and change in the school (20% indifferent) • 66% agree that school leaders clearly communicate their strategic vision and values for our school • 88% believe they have the skills to meet the needs of students with disability or special needs • 54% believe that the school does a good job of implementing change (29% indifferent) • 68% share and implement ideas about ways to help students retain what they are learning • 70% are confident in their capacity to meet the need of Aboriginal and Torres Strait Islander students (12% indifferent) • 63% have the knowledge required to engage with students on Aboriginal cultures and histories (15% indifferent) • 85% believe that the school is a welcoming place for all students (10% indifferent) • 85% believe that the school is a culturally safe place for all students (7% indifferent) • 90% of students are supported to consider TAFE/VET as a pathway for the future (7% indifferent) • 83% have regular lessons that embed a strategy to focus on comprehension • 65% of respondents rate high expectation relationships with students and supervisors as 4 or 5 out of 5, 23% at 3. **Topics for importance to ask in 2023 can include:** • **High expectations** • **Preferred ways that students engage in their learning.** • **Effectiveness of live lessons** • **Staff wellbeing**
School excellence framework. Through the SEFSAS for the Wellbeing element in the Learning Domain. Looking to consistently maintain excelling each year.	Through our self assessment processes in 2022. The Wellbeing element of the School Excellence Framework has once again been deemed at excelling. Being a very complex school and dealing with high needs students, we have a very comprehensive wellbeing framework. This framework encompasses many facets, including: • Enrolment & Wellbeing Head Teachers

School excellence framework. Through the SEFSAS for the Wellbeing element in the Learning Domain. Looking to consistently maintain excelling each year.	• Learning & Support Team • Senior & Junior Student Advisers • Young Parent and Out of Home Care Advisers • Transition Coordinators • Aboriginal and Torres Strait Island Advisers • Hub, Outreach and Project teachers and SLSOs • Student Support Officer and Disability Support Officer • Counsellor and Contingent Psychologist We also have very close ties with external support agencies through our school's footprint and Department of Education Learning & Wellbeing Teams.

Strategic Direction 3: High expectations, relationships and partnerships

Purpose

To build and maintain relationships with students, parent/carers and our school community through partnerships and holding high expectations of and for our students that promote learning and achievement of success..

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.

- High Expectations for Students
- High Expectations of Students
- High Expectation Relationships
- High Expectations Partnerships
- School Excellence Framework.

Resources allocated to this strategic direction

Professional learning: $42,000.00
Socio-economic background: $13,000.00
Aboriginal background: $10,000.00
QTSS release: $11,262.00

Summary of progress

The school and staff have been able to move forward following on from the pandemic and then the floods to cater to the needs of the students and the community. We have been able to navigate obstacles and hazards to help our students get back on track with their learning and educational pathways.

The school has used professional learning opportunities to create opportunities for staff to come together and improve their ability to work as a team, provide flexibility in the learning environment, develop opportunities for the students and embed practices into the way we function as a school.

The school continues to move forward in the pursuit of becoming a stronger smarter school and have embedded practices and strategies into teaching and learning programs, staff meetings and communication strategies.

The staff have worked together as small teams and then come together as a larger group to develop the results for the annual reflection, giving the whole staff a voice in this process.

The school has requested a school review looking into our leadership practices, methods of delivery and communication processes to support the school in moving forward and developing in these areas.

Our partnerships remain strong with the community groups, community and students, particularly following the flooding and the support offered by the school.

The school was able to support the community by becoming an emergency evacuation center, our staff were involved in the rescue and clean-up operations, washing of clothes, preparation and distribution of meals, and the follow up support of gaining and distributing donations to those in need.

The school also housed other schools, their staff and students following the loss of all resources and building of these schools. This has also assisted with the support of the community.

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
Introduction following COVID to the use of the mobile classroom and resource trailers in the community for the	Due to the ongoing nature of flood emergency and the current circumstances we have found ourselves in, the mobile classroom has been used this year to service students in flooded areas. Likewise, the mobile

mandatory training for juniors and electives for seniors. This will include the mobile kitchen, mobile classroom, wood work trailer, creative and performing arts trailer. This should offer more opportunities for students to access specialist subjects and teachers in a face to face setting at some point throughout the year.	kitchen has also been used to cater to the community needs and to teach students. Plans have been set in place to get the rest of the trailers and the travelling road show out for 2023.
Improvement of school grounds, including capital works, to provide relevant, up to date quality facilities, grounds and resources for the students, staff and community (Completion of projects).	Capital works continue to be on hold. There has been some advancement with the Kitchen almost ready for use. This will be finalised in term one of 2023. The awning have gone onto the buildings at the end of the common room and between the common room and the Kitchen to create two more usable spaces.

The marine shed and the car sheds remain on hold until Assets are able to secure the approvals, workmen and equipment needed to construct these. Likewise the boat shed upgrades are awaiting approval.

Funds have been put aside for all of these works.

There have been benefits to Students attending the site from the pleasant surroundings. Painting animals on concrete and the wall mural. Visitors have commented positively and staff happy to come to work. The school will continue to beautify the site.

Other areas where work has commenced but not been completed or are ongoing include:

Parking space for school cars in basketball area. More parking spaces has benefited staff, students, and the community. It allowed more cars to utilise the school car park and fewer cars parked on the road.

Tree lopping around oval.

Screen doors to some faculty areas. Tree lopping around oval and screen doors has helped mitigate insects.

Commercial kitchen fit out and completion of the attached outdoor area at common room. This is still a work in progress. Common room and attached outdoor area benefits staff, students, and the community during student visits, incursions, NAIDOC and Environment Day, and TPL.

The mural and stencil artworks helped create visually inviting and aesthetic school grounds. |
| All staff understand and can actively communicate and share the need for high expectations within the school in terms of relationships, partnerships and student growth and opportunities.

Staff can differentiate between "High Expectations *of* Students" and "High Expectations *for* Students".

High Expectation relationships are evident, ongoing and relevant to the school and students needs. | There is an agreed to document within the school that all staff are familiar with. The school has put aside funds to ensure that we can continue training staff int he stronger smarter philosophy and strategies which continue to be embedded within our practice and documents, as well as used in our meetings and communication strategies. There is a stronger smarter team within the school which supports the High Expectations strategies and documents within the school. Staff are improving at differentiating between high expectations and high expectations relationships.

High expectations relationships are evident in most scenarios within the school and the movement toward implementing this through every aspect of our school continues to grow.

As evidence for the High Expectation in Student growth, there has been the use of Student programs, lesson jamboards/PowerPoints, ELPs. Weekly feedback. Engagement evidenced by return rates across 2021 and 2022 in Stage 6 show an increase in productivity:

 Yr 12:   Yr 11: |

All staff understand and can actively communicate and share the need for high expectations within the school in terms of relationships, partnerships and student growth and opportunities. Staff can differentiate between "High Expectations *of* Students" and "High Expectations *for* Students". High Expectation relationships are evident, ongoing and relevant to the school and students needs.	2021: 56.30% 2022: 61.96% Staff strive to develop and maintain strong working relationships with all students. This is evidenced by the high rate of productivity and strong work ethic - high staff attendance rates reflects teachers' professionalism and positive feedback from students supervisors and parents support this. Positive communications and feedback from parents/carers and supervisors in indicative of positive relationships with staff. On average over the past 5 years, the school has had trained 10 staff members in the Stronger Smarter Leadership Program and currently has 6 staff members who are trained facilitators. Staff continue to enter and complete the Stronger Smarter Leadership Program with the expectation that we will work with the Stronger Smarter academy to be a recognised Stronger Smarter school. High-expectation relationships are embedded in each learning activity where the activities are adjusted to suit the individual needs and interests of each student based on their cultural backgrounds, abilities, and learning needs. All students are offered and encouraged to participate in a vast range of multimodal learning opportunities to support engagement and develop high-expectation relationships and partnerships. All staff have access to the High Expectation Relationships document. Discussions at faculty meetings about successful high-expectation relationships, partnerships, student growth and opportunities. Successful increased engagement and student growth evident on the Distance Education Millenium Systems. Successful and meaningful communication (visits, phone calls, phone lessons, live lessons, etc) with students, parents, and carers evident in course communication on the Distance Education Millenium Systems.	48.72% 59.83%

Faculty	Successful contact per student	Attempted contacts per student
PDHPE	7.28	38.96
Science	6.12	17.07
Maths	8.61	14.59
HSIE	3.89	23.01
English	7.39	19.96

This reflects a willingness to engage the student and supervisors in teaching and learning in establishing learning goals, identify challenges to learning and assist in building organisational skills to support the engagement in learning.

-During engagement reviews process
-Faculty meeting - point in focus.
-Faculty Stronger Smarter challenge
-Monitoring of staff in their practice
-PDP process / professional dialogue
-Teacher observations

-Feedback from parents/carers/supervisors
-Contact data.
-Improved engagement rates
-Increase in students contacting their teacher.
-Supervisor contact and involvement in the teaching and learning process.

All teachers ensure a Safe yet challenging environment where students can be brave and resilient in their learning - this is evidenced through observation and lesson recordings.

Stronger Smarter embedded at every Faculty Meeting. Staff have been provided with copies and understand where to find the 'Agreed to principles:

All staff understand and can actively communicate and share the need for high expectations within the school in terms of relationships, partnerships and student growth and opportunities. Staff can differentiate between "High Expectations *of* Students" and "High Expectations *for* Students". High Expectation relationships are evident, ongoing and relevant to the school and students needs.	High expectations' document and understand the content. Professional discussion around the content of the document at faculty level ensures understanding and commitment to apply the underlying principles to their teaching. Collegial discussions around the principles are frequently made. Mandatory training and a high percentage of faculty staff trained in the Stronger Smarter philosophy ensure a focus on the commitment to building and sustaining High Expectation relationships within the faculty and school. The document is discussed and made available to teachers on a yearly basis. Drawing attention to the document/s on a regular basis through faculty meetings etc. inviting open discussion about the policy/s. Faculty SIP has a focus and plan related to high-expectation relationships and partnerships. Faculty staff have case management meetings (KLA teachers, HT and LAST) to plan a collaborative approach to support, build and maintain high expectations relationships of and for students. Staff build relationships and partnerships with student/parent/carer/community. Learning activities are adjusted to suit the individual needs and interests of each student based on their cultural backgrounds, abilities, and learning needs. Individualised adjustments and learning activities tailored to meet students' needs, abilities, and interests. The School actively aims to develop High Expectations Relationships through: Observation of practice, the way in which we communicate to students and parents/carers/supervisors. The building of learning teams involving the student, parents/carers/supervisors, hub/outreach teachers and year advisors Professional Development Plan discussions Collegial conversations within the classroom. Conversations around these statements (we want, you want). Feedback, engagement, understanding of work, return of work, connection with students. Regular conversations in faculty meetings, faculty feedback in 2022, staff training. Student support is often attempted in a timely fashion as soon as a student enrolls. Using phone conversations, links to resources on the school website, teams' meetings and visits to hubs, schools, projects and individual home visits our skilled staff run through a set of steps to get students actively using course materials on Canvas and attending teams meetings. Students use the relevant helpdesks and by attempting the steps expected of them take part in setting up their own learning environment. Anecdotally students who begin using online course materials and Teams meetings for lessons in one subject area then apply this to their other subjects. All students are offered and encouraged to participate in a vast range of multimodal learning opportunities to support engagement and high expectation relationships and partnerships. Staff participate in Case Management meetings (KLA teachers, HT and LAST) to plan a collaborative approach to support, build and maintain high expectations relationships. Feedback from students, families, and the community. Improved engagement and student growth evident through return rates, successful visits, phone lessons, live lessons, and conversations between teachers and students/parents/carers. Indicators include: -Successful student and supervisor communication, and increased student

All staff understand and can actively communicate and share the need for high expectations within the school in terms of relationships, partnerships and student growth and opportunities. Staff can differentiate between "High Expectations *of* Students" and "High Expectations *for* Students". High Expectation relationships are evident, ongoing and relevant to the school and students needs.	engagement. -Highly disengaged students communicating with staff and completing learning activities (increased engagement). -Positive feedback from students, families, and staff. Provide a wide range of learning opportunities for students to engage and achieve outcomes. Strong focus on communication including phone calls, visits, and live lessons. Building strong and positive relationships have long been a part of effective teaching. The school has had a strong focus on: Improvement in attendance/engagement and the number of student lead contacts (successful contacts). Students returning to study skills days each year and returning to attend the camp. The relationships and growth in students that attend the school camp and in general across the school site, projects and learning hubs. Increasing the staff members within faculties completing the Stronger Smarter Training. Respect, connection, rapport, knowing our students and how they learn and interact. Engagement, connection and relationships with students.
School Excellence Framework Community Engagement	The School actively works to improve against the School Excellence Framework criteria. This is done through our Professional Learning, work with the community and the students and the building of capacity within the school. The whole staff work together to monitor and gauge where we sit in terms of the schools excellence framework, then look at the areas for improvement and how we can move toward this. Our engagement with local business, other schools, parents, community, students and both government and non government sectors is an area where we pride ourselves. These are our High Expectation Partnerships. The school attempts to engage the community and keep the whole school community informed through: Weekly Facebook updates. Fortnightly student newsletters. Mini-schools. Positive feedback to students and supervisors. Over the 2022 year the school has supported the community through: Community support during the Floods and recovery period. The school operated as a Flood evacuation center and staff volunteered to help the operation of the center, in flood clean up and recovery, washing and drying of clothes, Actual rescues throughout the emergence event, cooking and distribution of meals, mental health support and the collection and distribution of donated items to help families get back on their feet. Excursions and face to face visits. Ongoing communications with parents, carers and supervisors. NAIDOC and presentation assemblies and other whole school projects.

School Excellence Framework	
Community Engagement	Excursions for example, are run each year (eg: HSC History excursion, HSC days, School Camp, Mini schools). Students feedback that they thoroughly enjoy extracurricular activities that benefit their studies and provide them with experiences they may not otherwise find accessible. The school has also supported our learning community through: Holding the Distance Education Special Education Network conference on site at SCSoDE. Aunty Denise did the Welcome to Country and share her story to open the DE Special Education Network conference. Running various stalls/activities at Environment and Sustainability Day. Invitation to be a part of NAIDOC day celebrations. Attendance at AECG meetings. DE special Ed network conference allowed staff to develop relationships with a number of other schools and network members. NAIDOC and World and Environment Day are key events to effectively engage and build positive relationships with our school community. Staff attendance at AECG meetings supports building and maintaining strong community ties. ELF has planned a morning tea for Term 2 2023 with AECG and community members to begin developing stronger authentic relationships with community.
Use of the Mobile Classroom, Mobile Kitchen and the Trailers to service the community.	This section has not been utilised.

Funding sources	Impact achieved this year
Socio-economic background $217,400.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Southern Cross School of Distance Education who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving Reading and Numeracy outcomes • Opportunities • High Expectations for Students • High Expectations Partnerships • Wellbeing • School Excellence Framework. **Overview of activities partially or fully funded with this equity loading include:** • Student Welfare and wellbeing assistance - including drivers licenses, clothing, travel and transport, accommodation and education expenses. • professional development of staff through [program] to support student learning • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Ensuring that students educational and well-being needs are able to be met and educational plans and pathways can be accessed. Access to curriculum and learning materials in flexible ways providing students with multiple opportunities and options. Provision of NDIS support, In class support, field visits, outreach services, leaning hubs and projects along with the access to quality staff to support learning. Specialised support in areas on need. **After evaluation, the next steps to support our students will be:** The school has and will continue to provide for the needs of the students and the community as they arise as well as putting in place proactive supports to help guide students as they onboard with us. This includes our learning and enrollment head teachers, our NDIS support worker and our LAST staff.
Aboriginal background $40,000.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Southern Cross School of Distance Education. 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations for Students • Supporting ATSI student attainment • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students

Aboriginal background $40,000.00	• staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** SCSoDE is leaning the way in Aboriginal Education creating a culturally safe learning environment and a culturally responsive work place to cater to the needs of students and community at the school. Strategies are embedded into programing and practice to ensure that students are able to engage in a meaningful and culturally safe way, ensuring that learning can occur every day in attendance. **After evaluation, the next steps to support our students will be:** the school will continue to employ strategies and practices that promote a culturally safe and responsive environment to benefit both the students and the community.
English language proficiency $7,885.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Southern Cross School of Distance Education. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving HSC Literacy and Numeracy minimum standards outcomes **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students **The allocation of this funding has resulted in the following impact:** Supports are in place to assist students in reading and writing with staff able to provide ELP's for students with support needs. **After evaluation, the next steps to support our students will be:** Continue to monitor and assist students as the need arises.
Low level adjustment for disability $150,000.00	Low level adjustment for disability equity loading provides support for students at Southern Cross School of Distance Education in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving Reading and Numeracy outcomes • Improving HSC Literacy and Numeracy minimum standards outcomes • Supporting ATSI student attainment • Supporting HSC, RoSA and credentialed attainment **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists **The allocation of this funding has resulted in the following impact:** Students are supported within the learning environment and have developed rapport and support structures that allow for a flexible learning environment and culturally safe and supportive atmosphere where the students feel safe and supported. **After evaluation, the next steps to support our students will be:** The school will continue to evaluate and modify the use of these funds and

Low level adjustment for disability $150,000.00	the needs of the students to ensure that needs are met.
Location $5,680.00	The location funding allocation is provided to Southern Cross School of Distance Education to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student engagement **Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** Allows access to our materials, flexible learning environments and for students to take the opportunities as they present themselves. **After evaluation, the next steps to support our students will be:** Continue to monitor the needs of the students and the community.
Professional learning $97,082.00	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 Southern Cross School of Distance Education. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Opportunities • High Expectations for Students • High Expectation Relationships • Effective teaching and learning practices **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Specialised training and development to cater to the needs of our students and community. **The allocation of this funding has resulted in the following impact:** This funding allows the school to provide training that targets the needs of the student and communities that we serve. Our students have specialised needs and there is a constant need to update and change focus to cater to the needs as they develop. **After evaluation, the next steps to support our students will be:** We will continue to monitor and provide for the needs of the students and the community as they come to our attention and the need arises.
QTSS release $11,262.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Southern Cross School of Distance Education. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations of Students **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum

QTSS release $11,262.00	• assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** This has allowed staff to be able to develop skills and implement programs directed at quality in the learning environment and an improved provision for students. **After evaluation, the next steps to support our students will be:** Will continue to improve our practice and provide quality service for our students and community.
COVID ILSP $53,010.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving Reading and Numeracy outcomes • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • releasing staff to participate in professional learning **The allocation of this funding has resulted in the following impact:** This has allowed the school to target the high needs group and provide support and tuition assistance to move the students forward following on from the pandemic. **After evaluation, the next steps to support our students will be:** The school will continue to use these funds and support the students as long as there is funding and a need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	293	284	255	243
Girls	305	236	279	276

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Due to the nature of Distance Education, Attendance data is hard to define. Our Hubs and projects are open for some days of the week, and not all students are able or required to attend these. We also have our outreach services, field visits, mini schools and online lessons as well as the canvas courses and paper-based resources. Attendance per se is unable to be measured accurately in our environment as students are able to engage in educational activities from home or other center on offer through the school and it is not until work is returned to the school for marking and feedback that engagement in the activities can be measured.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	20
Employment	6	0	50
TAFE entry	30	10	0
University Entry	0	0	4
Other	0	0	0
Unknown	64	90	26

We have a lot of students move from our school as they transition back to their home schools, finish their travels or move to another school due to the transient nature of our environment. These students are not included in this data.

Year 12 students undertaking vocational or trade training

31.67% of Year 12 students at Southern Cross School of Distance Education undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

12.3% of all Year 12 students at Southern Cross School of Distance Education expected to complete Year 12 in 2022 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
Assistant Principal(s)	2
Head Teacher(s)	20
Classroom Teacher(s)	100.97
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.17
School Administration and Support Staff	19.49

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	5,059,776
Revenue	21,161,817
Appropriation	20,702,293
Sale of Goods and Services	123,277
Grants and contributions	289,192
Investment income	29,894
Other revenue	17,161
Expenses	-20,293,909
Employee related	-18,546,410
Operating expenses	-1,747,499
Surplus / deficit for the year	867,909
Closing Balance	5,927,685

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	1,377,626
Equity - Aboriginal	318,482
Equity - Socio-economic	832,955
Equity - Language	7,885
Equity - Disability	218,305
Base Total	981,510
Base - Per Capita	152,619
Base - Location	5,680
Base - Other	823,211
Other Total	17,402,755
Grand Total	19,761,890

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

School performance - NAPLAN

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

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

Student participation through the Southern Cross School of Distance Education is limited. Results are bias on the student participation numbers and ability of the students who do choose to participate. Overall, less that 5% of students take part in the examination process. Of these students, very few are long term, full time students where growth will be able to be recorded and evaluated.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
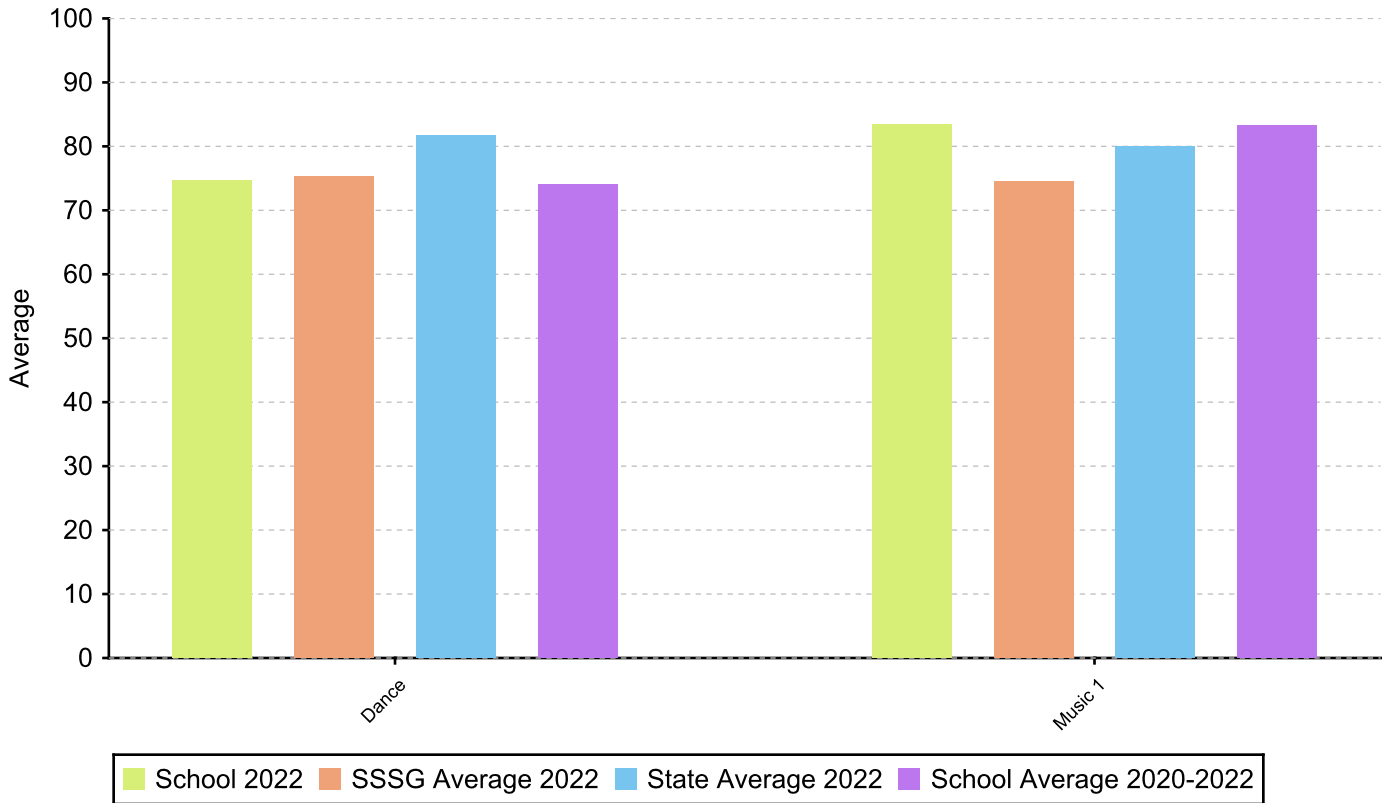
Subject	School 2022	SSSG	State	School Average 2020-2022
Dance	74.7	75.3	81.6	74.1
Music 1	83.4	74.5	79.9	83.2

Parent/caregiver, student, teacher satisfaction

The school regularly provides the opportunity for parents and care givers to respond to surveys and contact the school to provide feedback. Over the 2022 school year there have been a number of issues surrounding the provision of learning materials where faults of inaccuracies have been identified. All of these have been responded to and resolved in a way that provided a pathway forward for the child and a satisfactory result for the parent. Tell them from me data was also collected and analysed to guide the school plan and directions for the school.

The school has received some amazing feedback on the quality of the provision from parents and carers which has allowed the school to respond and build upon current practices and expand what we do and be innovative in the way we deliver courses and curriculum. Supervisors have commented on the ability of students to engage in their educational pathways through our school in a fashion that meets the needs of their student, their lifestyle and their particular circumstances.

We have also had feedback that indicates we do have some work to do and training to complete for some of our students who feel that their needs are not being met in some capacity. These are evaluated and plans put in place to ensure that we are able to provide in the future for these needs.

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

The school has been actively working with the Stronger Smarter Acadamy to become a recognised Stronger Smarter school. This is well underway with the Acadamy recognising our efforts, amount of staff that have been trained and the continuation of training that is set in motion to take place. The school is actively working on it's Reconciliation Action Plan and our NAIDOC planning for 2023 implementation.

The school has an Aboriginal Programs unit that creates a culturally safe and responsive environment for our First Nations Students and provides a curriculum developed around the needs of the First Nation student body to ensure success and understanding for students.

The school utilises the School's funding to provide qualified First Nations SLSO's to support the students in their studies and assist with wellbeing and support needs for students.

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

The school has had to appoint another Anti-Racism Officer in the school after the retirement of our last one. This appointment has been made and the appointee is currently signed up for the training. This will occur in Semester one of 2023. To date, we have not required the services of this position in the school for a number of years.

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.

Multicultural and anti-racism education - School Statement

Facets of multi-cultural education and anti-racism education are included and embedded into the teaching and learning programs across the school. Any issues from the community are brought up and discussed with the Principal of the school who addresses these issues with the faculty involved or wider school community if required. Feedback is given to the complainant about what has been done to address the issues, ways in which we can deal with the current situation

and what we will do in the future.

Southern Cross School of Distance Education 4659 (2022)