

# 2022 Annual Report

## Finigan School of Distance Education



4661

# Introduction

The Annual Report for 2022 is provided to the community of Finigan 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

---

Finigan School of Distance Education

Agnes Avenue

Queanbeyan, 2620

<https://finigan-d.schools.nsw.gov.au>

[finigansde@det.nsw.edu.au](mailto:finigansde@det.nsw.edu.au)

02 6210 5200

## School vision

At Finigan School of Distance Education we provide quality, personalised learning experiences for each of our students. We recognise the significance of the relationship between the teacher and the student and actively work to establish and maintain a learning relationship so that every student is engaged, supported and achieving success. Our teachers embody a dynamic culture of collegial, innovative and reflective practice. We actively build strong learning partnerships with local and distance education communities.

## School context

Our school continues the legacy of Walter Finigan, the first Principal of a distance education school in NSW (The Correspondence School). Finigan School of Distance Education is a purpose built K-12 distance education school committed to innovation and ensuring each and every student achieves their personal best.

Based in Queanbeyan, we acknowledge the Ngunnawal and Ngambri peoples who are the traditional custodians of this land on which we teach and learn. We pay our respects to the elders past, present and emerging on all of the lands where our students are learning.

We cater for a diverse student population over a broad geographical area. Student learning is supported through self-paced online lessons, live (web-based) lessons, phone lessons, email discussion, field visits and excursions. The school has a number of dynamic and flexible learning spaces. Teachers may visit students at their home or at one of the 7 learning hubs distributed across south eastern NSW. Learning hubs are run by the school and staffed by qualified teachers.

Our school has state of the art facilities including 20 live lesson studios, 3 video production studios equipped with lightboard, green screen and podcasting technology.

We have a current enrolment of over 800 individual students. Our staff includes over 90 (full-time equivalent) teachers and 17 support staff. The school employs a Deputy Principal (9), a Deputy Principal (11-12), a Head Teacher Student Engagement and a Head Teacher Supported Learning from school funds to support the complex and diverse nature of our full-time students.

Our school is committed to determining and delivering best practice in teaching and the delivery of quality learning experiences for all students in the distance education context. Since commencing operation in 2019 almost 2 thirds of staff have engaged in Quality Teaching Rounds. Our 2021-2025 strategic direction initiatives include a commitment to the implementation of research supported Visible Learning strategies to our unique context.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

---

Improve the learning experience for all students through research informed quality teaching practice and learning experience design.

### 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.

- Quality Teaching & Learning
- Tracking & Sustaining Progress

### Resources allocated to this strategic direction

---

**Professional learning:** \$93,995.00

**Per capita:** \$45,508.82

**QTSS release:** \$5,171.45

### Summary of progress

---

Finigan School Distance Education measured engagement through the completion of weekly online learning tasks, and live lesson attendance remained stable throughout 2022. However, the school continues to aim for improvements in both of these areas. The staff have committed to a number of evidence-based strategies to improve student engagement and outcomes including the application of What Works Best (CESE), Visible Learning strategies (John Hattie and Corwin Education), Quality Teaching Rounds and HSC high leverage strategies (NESA). Staff have accessed professional learning in HSC high leverage strategies in most of the subjects offered.

The Executive have used think time to discuss how to apply the common high leverage strategies so there is a consistent approach across the school. Measuring progress within the distance education context has been a challenge. We have spent 2022 again working with Corwin Education to evaluate current practice across the school by examining our internal data, conducting observations and interviewing students. All teaching staff were committed to the implementation of quality learning intentions and success criteria across all learning in 2022. We have begun the process of considering the effectiveness of feedback we provide to students. This focus has been to ensure our feedback is more user friendly and our students know what the next steps in their learning journey will be based on teacher feedback. This will continue in 2023.

An intensive HSC analysis process was conducted at the start of 2022. The percentage of students achieving the top 3 Bands decreased in 2022. Students were mainly clustered in Bands three and four. In 14 courses students were above the state average. A common theme emerged across all HSC subjects when we analysed 2022 HSC results. The results indicated that our students have difficulty with the extended writing questions in the HSC examinations. Faculties shared strategies with each other and have committed to implement these to address this area with the current HSC cohort. The focus in 2023 will be to implement HSE high leverage strategies across the school. A School Improvement Planning (SIP) team will be responsible for determining which strategies will be most effective in improving HSC results across the school. Staff are encouraged to participate in professional learning opportunities that focus on high leverage strategies to improve HSC results.

Quality teaching rounds continued to be a focus for the school. Teachers who have engaged with the program have shared their experiences and the value of the process. Existing and new staff have attended training in 2022. All executive have completed a quality teaching round.

The validity of the NAPLAN data is limited due to the small number of students who completed the tests. Finigan SDE has a highly transient student population making it difficult to measure value adding over time. We are hoping to see an increase in the number of students completing the NAPLAN test in 2023. The literacy and numeracy SIP team has provided professional learning to the executive about literacy and numeracy progressions. The school will begin work embedding the literacy and numeracy progressions as the new syllabuses are rolled out.

### 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
<p>At least 55% of teachers have engaged with Quality Teaching Rounds to model and share best practice in online teaching and learning.</p> <p>Increase full-time student live lesson attendance to at least 70%.</p> <p>Increase engagement with eLearning courses (return rates) for all students to at least 60%.</p> <p>At least 80% of teachers believe 'listening to students is more important than talking to them' (Mindframes Survey)</p>	<p>61% of teaching staff have voluntarily engaged in at least one Quality Teaching Round. This reflects a strong culture of collaborative and evaluative practice.</p> <p>Full-time home student live lesson attendance is at 57%. The school continues to work toward our target of 70%. In 2022 we introduced an Induction Program for all new enrolments. The aim of the program is to ensure students are provided with clear expectations and support as they commence distance education. In 2023 a morning small group check-in will be implemented to raise the expectations for live lesson attendance and improve student belonging and connection.</p> <p>Finigan SDE has a highly transient student population. The school is on track for improving weekly eLearning course work completion rates. In 2022 the weekly course work completion rate was 61%.</p> <p>79% of teachers believe 'listening to students is more important than talking to them'. This is an increase from 2021 and close to our target. This supports walkthrough data indicating a shift from lessons dominated with teacher talk to greater student contributions.</p>
<p>At least 30% of students are achieving NAPLAN top 2 bands in Numeracy.</p> <p>At least 67% of primary students are achieving NAPLAN top 2 bands in Numeracy.</p>	<p>32% of students achieved NAPLAN top 2 bands in Numeracy. However, only 6 students in Year 7 and 1 student in Year 9 completed the test in 2022.</p>
<p>At least 30% of students are achieving NAPLAN top 2 bands in Numeracy.</p> <p>At least 67% of primary students are achieving NAPLAN top 2 bands in Numeracy.</p>	<p>83% of primary students achieved NAPLAN top 2 bands in Numeracy. However, 6 students in Year 3 and 6 students in Year 5 completed the test. 100% of Year students achieved the top 2 bands in Numeracy.</p>
<p>At least 31% of students are achieving NAPLAN top 2 bands in Reading.</p> <p>At least 53% of primary students are achieving NAPLAN top 2 bands in Reading.</p>	<p>28% of students achieved NAPLAN top 2 bands in Reading. This is based on 4 students in Year 7 and 4 students in Year 9 completing the test.</p>
<p>At least 31% of students are achieving NAPLAN top 2 bands in Reading.</p> <p>At least 53% of primary students are achieving NAPLAN top 2 bands in Reading.</p>	<p>78% of primary students achieved NAPLAN top 2 bands in Reading. 6 students in Year 3 and 5 students in Year 5 completed the test. 100% of Year 3 students achieved in the top 2 bands in Reading.</p>
<p>Improvement in the percentage of HSC course results in top three bands to 62.6% or above.</p>	<p>53.5% of HSC course results were in the top 3 bands or above.</p>

## Strategic Direction 2: Supporting Every Learner

### Purpose

Embed and communicate a culture of high expectations with tailored and tracked support for every student using thorough wellbeing processes and strong partnerships with supervisors and external agencies.

### Initiatives

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

- Learning Partnerships
- Tailored Support for Learning

### Resources allocated to this strategic direction

**Per capita:** \$53,390.00

**Aboriginal background:** \$20,649.79

**Socio-economic background:** \$54,426.11

**English language proficiency:** \$23,561.89

**Professional learning:** \$15,547.96

**Low level adjustment for disability:** \$57,460.50

### Summary of progress

2022 was a consolidation year for our Student Wellbeing Team. We had two highly successful Mini Schools which built the feeling of belonging with the students. On review it was seen that the number of students that were contacted by the Learning and Wellbeing coaches in Years 9 and Year 10 was increasing beyond the capacity of the single coaches. This contact was extremely important, and it was seen by the students as one of the most important aspects of their involvement in the school. As such a proposal for implementation in 2023 was to increase the number of coaches in Years 9 and 10 to allow a greater sense of connection and support for each student.

The implementation of the Visible Learning strategies drove the support for each student's learning journey. The inclusion of learning intentions and success criteria into every live lesson, created a safe environment where each student had the opportunity to describe their learning in the following terms. "I know where I'm going, I have the tools I need for the journey, and I monitor my own progress." This was supported by the 95% of the teaching staff who spent time teaching all students the strategies of learning - a 48% increase from 2021.

Preparing each student for engaging in distance education starts at the very beginning of their enrolment. With this in mind the induction course which was piloted in 2021 was enhanced in 2022. The induction course significantly moved the first few weeks of any Year 7 to 10 student enrolment forwards towards the curriculum to be studied. The components of distance education delivery are covered in the induction course so that students found that they could focus on the content of their courses. Supervisors also attended these sessions and from their input, a supervisors' induction course is in the design phase.

### 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 TTFM data improves from baseline 38% (2021) to be above 55% in the area of students with a positive sense of belonging.	Student TTFM data indicates 52% (an increase of 14%) of students have a positive sense of belonging.
Student TTFM data improves from baseline 34% (2021) to be above 60% in the area of students with positive relationships.  At least 80% of teachers 'spend time	Student TTFM data indicates 46% (an increase of 12%) of students have positive relationships.  95% of teachers 'spend time teaching all students the strategies of learning' (Mindframes Survey). There was a 48% increase from 2021.

teaching all students the strategies of learning' (Mindframes Survey).	
<p>Student TTFM data improves from baseline 59% (2021) to be above 70% in the area of students that value schooling outcomes.</p> <p>80% of staff understand how to access and apply strategies from each student's IESP to support their learning.</p> <p>All Middle School students successfully attain a RoSA and/or transition to mainstream.</p> <p>All Supported Learning students successfully attain a RoSA.</p>	<p>Student TTFM data indicates 71% (an increase of 12%) of students value schooling outcomes.</p> <p>The school currently has no LaST despite multiple attempts at recruitment. It is therefore difficult to assess the application of IESPs at this time. However, all IESPs are up to date.</p> <p>86% of Middle School students successfully attained a RoSA.</p> <p>100% of Supported Learning students successfully attained a RoSA.</p>
Increase the proportion of Aboriginal students attaining Year 12 while supporting their cultural identity.	<p>2 Aboriginal students were enrolled and successfully complete their HSC studies in 2022. Both students have accepted early entry offers to complete further studies at universities in 2023. There are 3 Aboriginal students who have successfully completed Year 11 studies in 2022 and will continue their studies in to Year 12. The one on one mentoring program for each student introduced in 2022 has been successful. This program will be expanded in 2023. The Aboriginal Student Outcomes SIP Team will be expanded in 2023 beyond the executive team to include members of interested teaching staff.</p>



### Purpose

To involve all staff in the improvement journey through research and pilot projects and disseminate our findings to the broader education community including NSW Public Education and the NSW and Australasian distance education schools.

### 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.

- Collective Improvement
- Learning Leadership

### Resources allocated to this strategic direction

**Professional learning:** \$18,909.54

**Socio-economic background:** \$16,405.42

**Low level adjustment for disability:** \$44,651.64

### Summary of progress

Overall, the school has a strong focus on professional development and collaborative practice. All staff have a Performance and Development Plan (PDP) that includes the common whole school goal for 2023, 'I will develop my capacity to use strategies that support my students to use success criteria to articulate: 1) Where am I going? 2) How am I doing? 3) Where to next? (Teaching standards 1, 3, 5, 6, 7 Strategic Direction 1, 3). Staff goals are mapped to determine the whole school professional learning needs for the year, and each faculty has a common goal connected to the school's strategic directions. The use of SMART goals ensures that staff goals are specific, measurable, achievable, relevant, and time-bound.

The school has been able to increase in-person collaboration and sharing throughout 2022, which has allowed for greater sharing of practice, discussions, and dialogue to strengthen staff capacity and further develop the collaborative capacity across the whole school. The use of weekly excerpts of live lesson recordings being shared with all staff through the digital staff newsletter and ongoing Quality Teaching Rounds in Professional Learning Communities demonstrates the commitment of staff to the development of a culture of collaborative practice and improvement.

The executive team also built upon the data collected in 2021 about the school's practice and student experience. The use of staff and student surveys, as well as quarterly voluntary 'walkthroughs' where 10 minutes of a lesson recording is observed and practice quantified, allows the school to review progress and identify areas where more professional learning and support may be required across the school.

The school also has initiatives in place to support faculty head teachers and build collective capacity across the school through the 0.2 2IC program. The expansion of the Strategic Improvement Plan (SIP) teams from executive members only to all staff being a member of one team demonstrates the school's commitment to collaboration and improvement. The provision of time twice per term for staff to meet and discuss their initiatives as well as review and evaluate their progress is also a positive aspect of the school's approach. In 2023, we are piloting a new program to support students wellbeing and engagement with a focus on connectedness. We are increasing the number of Learning and Wellbeing Coaches (LWC's) so that the maximum student load per LWC does not exceed 20 students. Students are expected to attend 'check-in' sessions with their LWC every day at 9:15 and the format for these is based on strategies adapted from Berry St Education Model and Trauma Informed Practice.

Finally, the school's commitment to supporting other distance education schools in NSW and across the Australasian network is noteworthy. Key staff members have been asked to support other NSW distance education schools with the implementation of live lessons, and the school is expanding its collaboration with other member schools of the Australasian Association of Distance Education Schools (AADES) to identify best practice in their context. Staff presentations at conferences and to a selection of distance education schools by request also demonstrate the school's commitment to sharing knowledge and expertise.

Overall, the school has a strong culture of collaborative practice and improvement, with a clear focus on professional development and supporting other schools in the network. The use of data and SMART goals ensures that the school is able to review progress and identify areas for improvement.

### 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
<p>Every teacher has a meaningful PDP which is directly integrated with their self-evaluation and focused on growth and progression.</p> <p>Teacher TTFM data improves from baseline 71% (2021) to be above 78% in the area of collaboration.</p> <p>Teacher TTFM data improves from baseline 78% (2021) to be above 81% in the area of learning culture.</p> <p>Teacher TTFM data increased from baseline 75% to be above 80% in the area of data informs practice.</p> <p>At least 80% of teachers believe 'all of my students know what they are learning and why they are learning it' (Mindframes Survey).</p>	<p>Every teacher has a meaningful PDP which is directly integrated with their self-evaluation and focused on growth and progression.</p> <p>Teacher TTFM data is at 74% (an increase of 3%) in the area of collaboration. Reflecting the continual development of a collaborative, collegial culture of improvement.</p> <p>Teacher TTFM data is at 80% (an increase of 2%) in the area of learning culture. Reflecting the development of collective teacher efficacy.</p> <p>Teacher TTFM data is at 78% (an increase of 3%) in the area of data informs practice. Reflecting our continual growth as a data informed school.</p> <p>76% of teachers believe 'all of my students know what they are learning and why they are learning it' (Mindframes Survey). This is a 26% increase from 2021.</p>
<p>Teacher TTFM data increased from baseline 66% to be above 80% in the area of leadership.</p> <p>Teacher TTFM data increased from baseline 65% agree or strongly agree to be above 80% in the area of school leaders leading improvement and change.</p>	<p>Teacher TTFM remained at the baseline 66% in the area of leadership.</p> <p>71% of teachers agree or strongly agree in the area of school leaders in my school are leading improvement and change. (TTFM Teacher Survey)</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$70,831.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Finigan School of Distance Education who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> <li>• Learning Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Deputy Principal (9-10) (11-12)</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Head Teacher Student Wellbeing has introduced the Berry Street initiative, and this was adopted into the Wellbeing meetings. Structured and student centred enrolment reviews were coordinated by the Head Teacher Student Wellbeing. This made for a clear picture of the path that students should follow either within distance education or their home school. The case management of students has become more streamlined with the introduction of above entitlement Deputy Principals. Processes have been strengthened and students have a closer relationship with their relevant Deputy Principal from enrolment to their annual enrolment review.</p> <p><b>After evaluation, the next steps to support our students will be:</b> All Learning and Wellbeing Coaches plus other interested staff will be trained in the Berry Street Model in 2023. The number of Learning and Wellbeing Coaches will be increased so that case management can be manageable at this level and given a greater individual context. Enrolment reviews will be undertaken with increased presence of the Learning and Wellbeing Coaches. Due to the size of the Year 9 and 10 cohort, another Deputy Principal will be trialled to help provide a case management approach for all students, across all stages.</p>
<p>Aboriginal background</p> <p>\$20,649.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Finigan 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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our Year 12 Aboriginal students completed studies and accepted early entry offers for further studies in 2023. Our Aboriginal Education Officer created Personalised Learning Pathways for the majority of our Aboriginal students. Our Learning and Wellbeing Coaches have included the Aboriginal Education Officer in their weekly wellbeing meetings.</p>

<p>Aboriginal background</p> <p>\$20,649.79</p>	<p><b>After evaluation, the next steps to support our students will be:</b> With the restrictions of COVID being removed, our Aboriginal Education Officer will visit each Aboriginal student to review/develop their Personalised Learning Pathway. Increase the cultural awareness of staff by having our Aboriginal Education Officer, in partnership with the Head Teacher Student Engagement, organise whole staff training in this area. Increase the mentoring of our Aboriginal students in all years.</p>
<p>English language proficiency</p> <p>\$23,561.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Finigan School of Distance Education.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing &amp; Engagement Support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> By involving the Head Teacher Student Wellbeing in the enrolment process, the identification of English language proficiency has been improved from the moment of enrolment. Students who are identified are then managed through the Wellbeing Team.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employment of a full time LaST. This would be beneficial for the needs of our students. Unfortunately, we have been unable to source such a teacher.</p>
<p>Low level adjustment for disability</p> <p>\$102,112.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Finigan School of Distance Education in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tailored Support for Learning</li> <li>• Learning Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Supported Learning</li> <li>• Deputy Principal (9-10) (11-12)</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Head Teacher Supported Learning has reviewed all processes within Middle School and Learning Support. There is a timeline for the review and implementation of the recommendations of the review. The LaST has organised Individualised Learning Plans for most of our students. Staff have a clearer picture of the adjustments that can be made and when they can be made. The process for the tracking of students who require adjustments has been streamlined by the LaST and Head Teacher Supported Learning. This has allowed teachers, faculty head teachers and deputy principals to monitor, review and alter the adjustments over a period of time.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employment of a full-time LaST who can then work with faculties to provide the best adjustments and to give teachers the tools to implement them</p>

<p>Low level adjustment for disability</p> <p>\$102,112.14</p>	<p>correctly.</p>
<p>Professional learning</p> <p>\$128,452.50</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Finigan School of Distance Education.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching &amp; Learning</li> <li>• Learning Partnerships</li> <li>• Learning Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning Strategies. The school is in the final year of its partnership with with Corwin Education to identify and implement whole school, high leverage strategies specific to the needs of our distance education context.</li> <li>• Quality Teaching Rounds. This is a voluntarily program where staff work in a professional learning community (PLC) to observe and discuss each other's lessons using the Quality Teaching Model (developed by the University of Newcastle's Quality Teaching Academy).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> By the end of 2022, 61 staff had engaged in one Quality Teaching Round with many of these leading future Quality Teaching Rounds for subsequent PLCs. This program continues to support and strengthen the cross faculty collaborative culture and supports staff to effectively reflect on their practice. The persistently high level of uptake in the voluntary program indicates the commitment of staff to improving the learning experiences of our students. Throughout 2021 and 2022, the school's engagement with Corwin Education involved an extensive evaluation of the student experience and their capacity as 'assessment capable learners'. It was found that students were heavily reliant on their teachers for support. Students were not able to clearly articulate what they were learning, how they were going or what their next steps should be with their learning. Through the 2022 evaluation it was evidenced that 60% of students interviewed said that the learning intentions and success criteria have helped their learning and 79% of students interviewed stated that they act on their teacher's feedback, with 58% of those surveyed agreeing that they could recall feedback that helped move their learning forward. Through the walkthrough data we can see that learning intentions and success criteria (LISC) are now included and embedded across all curriculum areas and there are a growing number of staff who are able to differentiate success criteria to match the needs of their students, along with pocketed examples of students being provided opportunities to provide feedback to their teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 further work will be done to encourage participation in Quality Teaching Rounds including the sharing of positive experiences and the expansion to Quality Teaching for Assessment protocols. The school will embark on an extensive whole school professional learning program to boost collective teacher efficacy and to develop our students as assessment capable learners. Our PL focus for Semester 1 of 2023 will be on the use of quality feedforward feedback in live lessons and across eLearning. Distance education teachers spend a significant amount of time providing feedback to students on their weekly learning tasks. The focus will be to ensure feedback is of high quality, meaningful and actionable (for growth). Consistent quality application across the school will set expectations and build student awareness and ownership of the learning process. Term 2 will focus on designing our student dispositions and from Term 3 our staff will engage in professional learning in the structure of observed learning outcomes (SOLO Taxonomy).</p>

<p>QTSS release</p> <p>\$5,171.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Finigan School of Distance Education.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tracking &amp; Sustaining Progress</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The provision of Primary Maths/Art kits has provided concrete materials that have had a positive influence on a student's literacy and numeracy skills. Students can show teachers numeric concepts with the correct and common materials. The evaluation of the numeric skills is better defined because every student has the same materials. These have all been coordinated this year by a Primary staff member.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To create materials that have been identified by our LaST that can be used by students who need extra help with literacy and numeracy. Extend the implementation of Essential Assessment from Primary through to Year 10. The school often receives limited student information on enrolment. Essential Assessment will be piloted in 2023 as a way of testing literacy and numeracy levels and gaps on enrolment and then during the year to measure progress. The information from Essential Assessment will also be used to inform curriculum placement and interventions.</p>
<p>COVID ILSP</p> <p>\$113,673.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Each Learning Hub was funded to operate an extra day a week to provide small group support for students. 75% of the students reported benefiting from this individual instruction. Improvements in attendance and engagement for all students in the program have been highlighted as the strengths of this funding. 63% of students felt they improved in literacy but only 32% felt they improved in numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A virtual learning hub will be trialled to provide additional small group and individual support for students. The trial will be conducted in the Monaro region as there are no physical learning hubs in this area. The LaST will support students identified from information from Essential Assessment and ILPs.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	164	141	114	146
Girls	193	155	144	160

### 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.

### 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	1	4
Employment	12	2	12
TAFE entry	4	0	19
University Entry	0	0	35
Other	36	0	15
Unknown	4	6	15

## Year 12 students undertaking vocational or trade training

---

10.17% of Year 12 students at Finigan School of Distance Education undertook vocational education and training in 2022.

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

---

13.1% of all Year 12 students at Finigan 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)	13
Classroom Teacher(s)	72.31
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.17
School Counsellor	2
School Administration and Support Staff	17.97

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,019,169
<b>Revenue</b>	15,084,872
Appropriation	14,968,784
Sale of Goods and Services	-61,348
Grants and contributions	170,262
Investment income	7,174
<b>Expenses</b>	-13,910,196
Employee related	-12,797,302
Operating expenses	-1,112,895
<b>Surplus / deficit for the year</b>	1,174,676
<b>Closing Balance</b>	4,193,844

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.

The school has held over historical funding to support the development of online courses for the NSW Curriculum Reform.

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	217,155
Equity - Aboriginal	20,650
Equity - Socio-economic	70,832
Equity - Language	23,562
Equity - Disability	102,112
<b>Base Total</b>	757,364
Base - Per Capita	98,899
Base - Location	0
Base - Other	658,465
<b>Other Total</b>	13,075,285
<b>Grand Total</b>	14,049,805

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

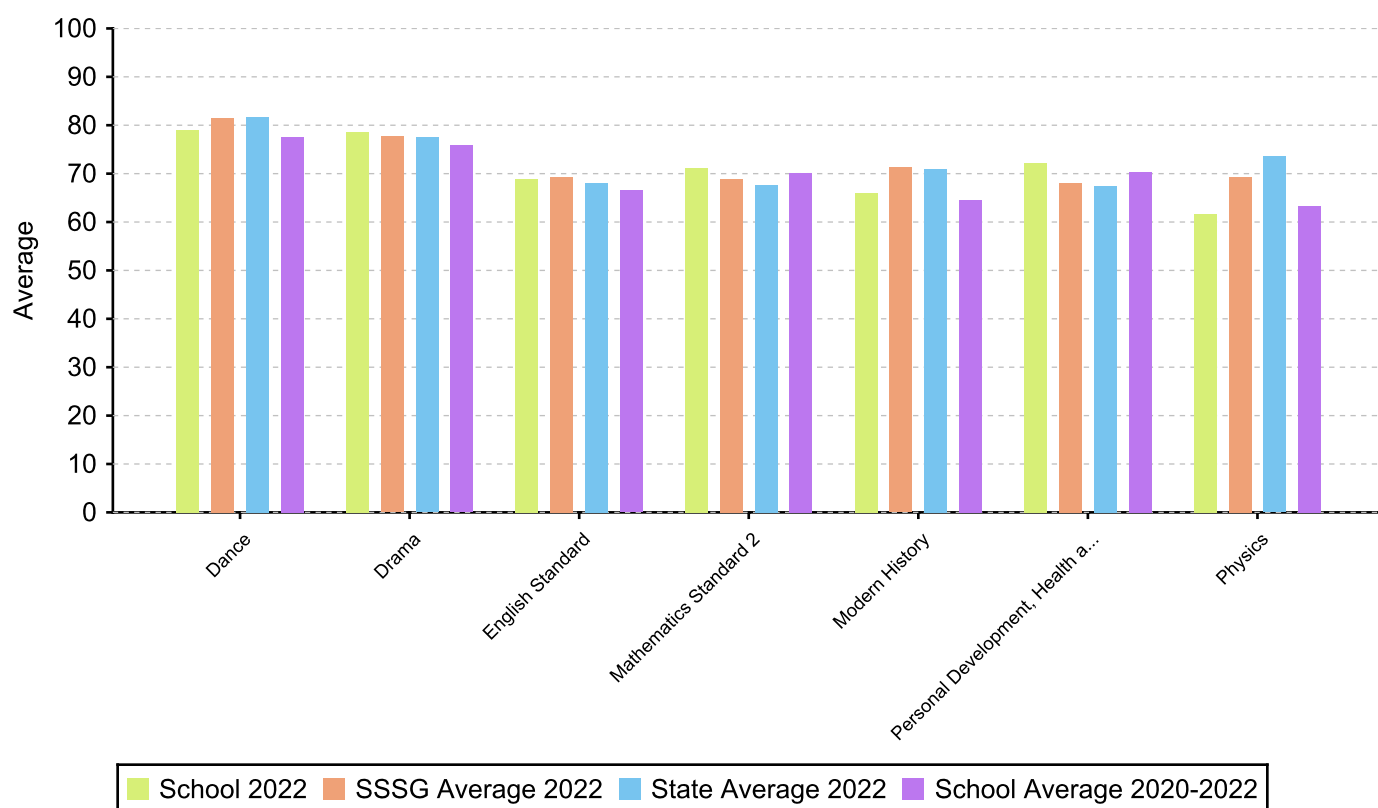
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Dance	79.0	81.6	81.6	77.6
Drama	78.6	77.7	77.5	75.8
English Standard	68.9	69.3	68.1	66.5
Mathematics Standard 2	71.2	68.9	67.6	70.2
Modern History	66.0	71.3	70.9	64.5
Personal Development, Health and Physical Education	72.2	68.1	67.5	70.3
Physics	61.6	69.3	73.5	63.3

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and staff. This year our school sought the opinions of students and parents regarding the quality of lessons, feedback and student engagement. The opinions of all stakeholders are outlined below.

Student responses included:

- 52% (^4%) of students feel accepted and valued by their peers and others at our school.
- 46% (^5%) of students have friends at school they can trust and who encourage them to make positive choices.
- 71% (-5%) of students believe schooling is useful in their everyday life and will have a strong bearing on their future (State norm 72%).
- 44% (-22%) of students are intellectually engaged and find learning interesting, enjoyable and relevant (State norm 46%).
- 60% (-16%) of students try hard to succeed in their learning (State norm 66%).
- 68% (-9%) of students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them (State norm 64%).
- 69% (^1%) of students feel they have someone at school who consistently provides encouragement and that they can turn to for advice (State norm 60%).
- 72% (-1%) of students feel teachers are responsive to their needs and encourage independence with a democratic approach (State norm 57%).
- 79% (-3%) of students feel staff emphasise academic skills and hold high expectations for all students to succeed (State norm 70%).

There has been a focus on increasing students' sense of belonging at the school and results show some improvements in this area.

Parent responses included:

- 70% of parents feel welcomed by the school.
- 78% of parents believe that teachers would inform them if their child was not making adequate progress in school subjects.
- 68% of parents feel that teachers listen to the concerns they have.
- 80% of parents believe that their child is encouraged to do his or her best work.
- 75% of parents think that teachers show an interest in their child's learning.
- 71% of parents consider that teachers help students who need extra support.
- 67% of parents are satisfied with the general communication from the school (e.g. newsletters, emails, school website etc.).

The school's achievements and successes in relation to the Strategic Improvement Plan are continually reported to parents and the school community through a weekly digital newsletter (Connect), the school website and the school's social media channels, Facebook and Instagram.

Teacher responses included:

- 89% (-2%) of teachers feel that the school is well maintained.
- 40% (-8%) of teachers feel that students focus on their learning.
- 79% (^1%) of teachers support effective teaching practices.
- 40% (^3%) of teachers feel that the school gives students a sense of belonging.
- 71% (-6%) of teachers feel that school leaders are leading improvement and change.
- 70% (-13%) of teachers believe that school leaders clearly communicate their strategic vision and values for the school.
- 85% (^7%) of teachers feel that they set high expectations for student learning.
- 60% of teachers believe that teachers in the school share and implement ideas about ways to help students retain what they are learning.
- 82% of teachers talk with other teachers about strategies that increase student engagement.
- 88% of teachers believe that the school is a welcoming place for all students.
- 83% of teachers believe that students receive feedback on their work that brings them closer to achieving their goals.
- 90% of teachers believe they monitor the progress of individual students.

# Policy requirements

## Aboriginal Education Policy

---

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

---

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.