

2022 Annual Report

Inverell High School



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Introduction

The Annual Report for 2022 is provided to the community of Inverell High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Inverell High School

Brae St

Inverell, 2360

<https://inverell-h.schools.nsw.gov.au>

inverell-h.school@det.nsw.edu.au

6722 3777

School vision

Inverell High School has a strong, 85 year tradition of inspiring students to achieve their personal best, by following our school motto, 'Contendo Procedere' - Strive to Achieve. This, coupled with our school mission statement, 'Proud to provide excellent standards in a caring and stimulating environment', informs Inverell High School's vision for the future in educating the young people of our community.

The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students, and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, with parents, school leaders and teachers working together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

School context

Inverell High School is situated in northern New South Wales. It is one of two public high schools in the township of Inverell and the Sapphire Community of Schools. The student population includes 29.6% Aboriginal and Torres Strait Islanders, a Support Unit including classes for mild, moderate and severe intellectual disabilities, as well as a three Multi-Categorical classes. A strong and well-recognised culture of inclusion and achievement is supported by extensive wellbeing initiatives. The school ensures students have a balanced, well-rounded education with access to a diverse range of academic, sporting and cultural opportunities. There is a strong tradition of student and parent participation, and the school maintains productive links with local businesses and organisations.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

The school situational analysis identified the need for greater teacher collaboration and developing a professional learning community. Visible Learning was a focus of the 2018-2020 school plan but was not deeply embedded in practice. Through the Learning Alliance and through the lens of What Works Best 2020, all staff will develop a practical understanding of the structures to improve teaching practice by working collaboratively within and across faculties.

The school is committed to continually improving effective classroom practices with a focus of improving student outcomes through the development of a professional learning community. Professional development was a strong focus in the feedback from staff, and learning about and identifying a professional learning community as a way to build consistent expectations and practice about the way the whole team and smaller teams within it operate. This initiative will make it possible to re-engage parents/community as contributors to their school. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning.

It was also determined that a whole school approach, including all members of the school community, is required to achieve improvement in student performances. These approaches will include;

- * The evaluation, development and application of strong school pedagogical practices that are informed by research such as Visible Learning, What Works Best 2020 and High Impact Professional Learning.
- * Embedding the use of formative data collection, feedback and reflection on teaching effectiveness
- * Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education policy.
- * The development of staff evaluative practices, data use and skills
- * The development of comprehensive staff induction processes for both teaching and executive staff.
- * Developing and embedding whole school and community practices to improve student attendance.
- * Developing and embedding evidence based modification applying this to whole school practices with the aim to see improvement in wellbeing and engagement to support learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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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.

- Reading and Numeracy
- HSC
- Writing

Resources allocated to this strategic direction

Socio-economic background
Professional learning
Integration funding support
Aboriginal background
English language proficiency

Summary of progress

Progress in 2022 NAPLAN results was lower than expected. Results of student growth are largely cohort-dependent; however, there was a decline in performance in relation to the top 2 bands in NAPLAN for both Numeracy and Reading. This progress is based on targets that were set prior to the COVID-19 pandemic and is impacted by learning and conditions in 2022. The pandemic and the significant staff shortage experienced by Inverell High School has had an impact on the student outcomes through a significant and ongoing disruption to learning. The introduction of learning intervention classes for Years 7 and 8, concentrating a narrow but deep focus on comprehension, audience and flexibility with numbers was introduced on the back of the COVID Intensive Learning Support success. Data has shown a positive growth in student pretesting and posting school data. Further refinements to this program will incorporate highly trained literacy and numeracy teachers targeting learning progression indicators. On a positive note, the uplift of Aboriginal students attaining the HSC in 2022, while maintaining their cultural identity was significant.

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
Increase the proportion of students achieving in the top two NAPLAN Reading bands by 4.9%.	2022 NAPLAN data indicates 5.71% of students are in the top two skill bands (NAPLAN) for reading, indicating the school did not achieve the system negotiated target.
Improve the percentage of students achieving expected growth in NAPLAN Reading by 5% from system negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving in the top two NAPLAN Numeracy bands by 6.4%.	2022 NAPLAN data indicates 7.94% of students are in the top two skill bands (NAPLAN) for numeracy, indicating the school did not achieve the system negotiated target.
Improve the percentage of students achieving expected growth in NAPLAN	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

numeracy towards the system negotiated target baseline.	
Increase the percentage of Aboriginal students in the top 3 bands to be above the school's lower bound system negotiated targets.	0% of students attained results in the top three bands, demonstrating progress yet to be seen toward the lower bound target.
Increase the percentage of Aboriginal students in the top 3 bands to be above the school's lower bound system negotiated targets.	0% of students attained results in the top three bands, demonstrating progress yet to be seen toward the lower bound target.
Maintaining the proportionally contribute to the Namoi Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased to 26% of the current cohort compared to 2% the previous year. The average HSC score was 62.76.

Strategic Direction 2: School culture in a professional learning community School culture in a professional learning community

Purpose

Through the development of a professional learning community we will ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning to collaboratively build high expectations and explicit teaching practice.

Initiatives

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

- Building a professional learning community
- Teaching and Learning Framework
- Assessment to confirm Students' Learning

Resources allocated to this strategic direction

Professional learning

Location

Socio-economic background

Aboriginal background

Summary of progress

There has been significant progress made in teacher collaboration and professional learning through the development of School Improvement Teams in 2021 and into 2022, concentrating on the core business of student improvement. The establishment of this Professional Learning Community has embedded a safe, supportive and collaborative culture leading teachers to develop and maintain effective teaching in every classroom.

All teaching staff completed the High Potential and Gifted Education (HPGE) Policy Orientation course to meet the learning and wellbeing needs and to optimise the growth, achievement and engagement of high potential and gifted students from all backgrounds. Domains of potential including intellectual, creative, social-emotional and physical. The development of a HPGE Team was formed to critically analyse and implement the key research for leading change using the High Potential and Gifted Education Model of Change through creation of a school action plan for improvement for implementation in 2023.

A focus in 2023 on the CESE's What Works Best themes of Explicit Teaching and High Expectations will be used to develop a whole school pedagogical skills to ensure students receive a consistent high quality instruction.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Learning: Learning Culture, Curriculum and Assessment are validated at delivering.• Teaching: Effective Classroom Practice and Learning and Development are validated at delivering.• Leading: Educational Leadership is validated at delivering.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning culture and curriculum and assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice and learning and development.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of educational leadership.</p>
* Teachers will develop a holistic mindset change in their approach to	Teachers have developed a holistic mindset change towards teaching and learning through the formation of School Improvement Plan Teams that

<p>teaching and learning.</p> <p>* All teachers have been introduced to high impact professional learning (HIPL) induction and undertaken the introduction course (Canape Course) into High Potential and Gifted Education (HPGE) .</p> <p>* Teachers are introduced to innovation in classroom practice and engaged with their own development and the development of others.</p> <p>* Teachers seek out feedback from their peers and utilise this in their development.</p>	<p>focuses on strategic directions.</p> <p>All teaching staff at Inverell High School have completed the Orientation Entree professional learning on High Potential and Gifted Education Policy.</p> <p>All teachers undergo feedback on classroom delivery through a systematic process of collegial peer/ supervision observations and through coaching practices with their supervisors.</p>
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Strategic Direction 3: Strong and sustainable systems and practices

Purpose

The development of transparent, highly effective and sustainable school systems, practices and processes that are consistent, supportive and built on a collaborative practice resulting in measurable improvement in wellbeing and engagement.

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.

- Wellbeing to Optimise Learning
- Building High Reliability Leadership
- Technology for Learning

Resources allocated to this strategic direction

Professional learning

Student support officer (SSO)

Location

Socio-economic background

Low level adjustment for disability

Summary of progress

The percentage of students achieving greater than 90% attendance was well below what was initially expected. This progress is based on targets that were set prior to the COVID-19 pandemic and its impact on student and staff learning and attendance. The pandemic has had an impact on student outcomes through a significant and ongoing disruption to learning due to attendance on both students and staff. To address the issue of attendance the school started School Strategic Support Attendance in Term 4. There is a strong requirement in 2023 through revised school strategic improvement planning to attempt to return the attendance rates to some form of "normal" operation.

Annual progress measures and system negotiated targets for wellbeing, as aggregated from Tell them From Me (TTFM) are very close to meeting. Progress has been made in the wellbeing dimensions of advocacy at school and high expectations for success. Results were lower in sense of belonging. Improvement areas of focus in 2023 for the newly appointed Head Teacher Wellbeing will be the embed a planned approach to implement evidenced based strategies that are strengths based, preventative, protective and focus on early intervention. This includes strengthening their cognitive, physical, social, emotional and spiritual development.

The school postponed the implementation of the School Digital Strategy for 2022 due to staffing constraints in 2022. In 2023 a Digital Classroom Officer has been appointed to implement this program throughout the school.

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
To increase the percentage of students with attendance greater than 90% to meet the lower band system negotiated target of 54.5%	The number of students attending greater than 90% of the time or more has decreased by 1.06%.
Improve the percentage of positive wellbeing outcomes for students from the Tell It From Me (TTFM) indicators to meet the lower bound system negotiated target of 61.80%.	Tell Them From Me data shows an improvement of 4.63% of reported positive wellbeing, including a 4.52% increase in advocacy at school, 7.09% increase in sense of belonging and 2.4% increase in expectations of success.
• Learning: Learning Culture, Wellbeing, Curriculum are validated at	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning culture

Delivering

- Teaching: Data Skills and Use is validated at Delivering
- Leading: Educational Leadership is validated at Delivering

and curriculum and assessment.

Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.

Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of educational leadership.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,619.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Inverell High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around integrating assistive technology into the classroom. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: From school data, consisting of pre testing and post testing indicate a growth in 28% of Year 7 students and 69% in Year 8 students targeted through explicit intensive learning in literacy. Numeracy indicated growths of 54% in Year 7 and 67% in Year 8.</p> <p>After evaluation, the next steps to support our students will be: Further analysis of data including NAPLAN and the 2022 check in assessments have identified key areas for development in comprehension and vocabulary in literacy and measurement and geometry and number sense and algebra for numeracy.</p>
<p>Socio-economic background</p> <p>\$622,788.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Inverell High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • HSC • Building a professional learning community • Teaching and Learning Framework • Wellbeing to Optimise Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the use of the Universal Resource Hub and ALAN to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Funding has supported students accessing the curriculum through technology and having access through culturally significant mentors. Students have been supported to attend school on a more regular basis increasing their success through meaningful targeted differentiated learning.</p> <p>After evaluation, the next steps to support our students will be: Further research and action is required to improve student attendance at Inverell High School to ensure students have a continuum of positive learning.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Inverell High School. Funds under this</p>

<p>\$163,974.95</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • HSC • Building a professional learning community • Teaching and Learning Framework <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal male students attendance rates are equal to or greater than the attendance rates of all students. The Clontarf Academy provides a culturally safe environment through explicit mentoring to encourage high participation rates. The completion of Year 12 boys have increased, however further work is required to complete with a HSC obtainment. The employment of an Aboriginal Education Worker and Aboriginal SLSO have supported the students through to completing Year 12. In 2022, 6 Aboriginal girls completed Year 12 with 4 obtaining a HSC, 2 completing traineeships and 3 seeking further education at university. The completion of the girls completing HSC and heading to university is the first since 2018.</p> <p>After evaluation, the next steps to support our students will be: The development of an Aboriginal Girls program similar to the Clontarf Academy has been identified as a priority within our school and community. Inverell High School is sourcing a program to support the retention of Aboriginal female students to equal or better the school completion of HSC and further studies entry.</p>
<p>English language proficiency</p> <p>\$3,920.68</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Inverell High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Support was provided to students for their learning through explicit targeted literacy support and mentoring. Staff of these students were provided professional learning on differentiated learning to support individual needs.</p> <p>After evaluation, the next steps to support our students will be: Further work with the learning and support teachers in provided guided</p>

<p>English language proficiency</p> <p>\$3,920.68</p>	<p>support for E/ALD students through upskilling new staff to the school.</p>
<p>Low level adjustment for disability</p> <p>\$347,710.86</p>	<p>Low level adjustment for disability equity loading provides support for students at Inverell High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing to Optimise Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions. <p>The allocation of this funding has resulted in the following impact: The employment of Student Learning Support Officers for our students with integrated funding support have provided targeted support to enable our students to access the curriculum. Professional learning on Personalised Learning Pathways to support the students was identified as priority ensuring meaningful engagement with the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Further development of the Personalised Learning Pathways and the employment of a transition coordinator to help support post school destinations options for our students.</p>
<p>Location</p> <p>\$64,230.44</p>	<p>The location funding allocation is provided to Inverell High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building a professional learning community • Teaching and Learning Framework • Wellbeing to Optimise Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Location funding provided a large number of our students with learning experience through excursion and field trips such as the Sydney Science Excursion, Science and Engineering Challenges, accessing Open Days at New England University and wellbeing and leadership opportunities. Staff have been provided opportunities for professional development in key areas of technology such as STEM, CMC machinery and cutters.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students in all endeavours to have equity to those of their regional/ city peers to ensure they are not disadvantaged from any learning experiences.</p>
<p>Professional learning</p> <p>\$70,380.65</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 Inverell High</p>

<p>Professional learning</p> <p>\$70,380.65</p>	<p>School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • HSC • Building a professional learning community • Wellbeing to Optimise Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The whole school community underwent High Potential and Gifted Education entree training. A selected team was development to complete the leader course to implement HPGE into our core teaching and learning. The development of School Improvement Teams such as those focussing on improving literacy and numeracy have added a narrow but deep focus on improving student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Further development of the Learning Community with specific targeted support is needed to ensure all students have access to a quality education.</p>
<p>Beginning teacher support</p> <p>\$19,814.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Inverell High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Comprehensive teacher induction program. • Release from face to face teaching to undergo module training and mentoring coaching sessions. <p>The allocation of this funding has resulted in the following impact: New career teacher transitioned into teaching with confidence and the practical skills to succeed.</p> <p>After evaluation, the next steps to support our students will be: Timely and regular check ins for the new career teachers through a thorough process of supervision and support to ensure pedagogical practices are catering for the needs of the students.</p>
<p>COVID ILSP</p> <p>\$148,609.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy - Comprehension, Audience and flexibility with numbers.

<p>COVID ILSP</p> <p>\$148,609.00</p>	<ul style="list-style-type: none"> • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: All year 7 and 8 students underwent intensive literacy and numeracy classes. These classes were divided into focus learning groups to support individual learning needs. Students showed growth in the areas of focus, comprehension, audience in literacy and flexibility in numbers for numeracy.</p> <p>After evaluation, the next steps to support our students will be: After an extensive evaluation of the programs it was identified that more training in stage 3 numeracy and literacy was required by staff to allow students to access the curriculum fully as a majority of our students were operating at a lower stage.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Inverell High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing to Optimise Learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a Student Support Officer to support students wellbeing needs to allow them to access the curriculum. <p>The allocation of this funding has resulted in the following impact: Employment of a Student Support Officer has provided the school to enhance systems and practices to support students during all levels of escalation of needs. The development of tiered support processes where all students are triaged and have an opportunity to be supported through the implement the new Inclusive, Engaging and Respectful Schools policy.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop and refine triage process for the Student Support Officer in the continuum of care model required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	280	265	235	246
Girls	260	246	223	233

Student attendance profile

School				
Year	2019	2020	2021	2022
7	85.7	91.1	82.2	78.6
8	84.6	83.3	79.0	77.1
9	75.8	87.6	76.8	73.2
10	78.7	78.1	72.6	74.4
11	79.0	78.6	64.3	79.4
12	81.0	87.4	74.6	76.6
All Years	80.7	83.9	74.6	76.5
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 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	0	5
Employment	3	15	47
TAFE entry	2	5	7
University Entry	0	0	34
Other	95	80	7
Unknown	0	0	0

Inverell High School experienced a highly transient year 10 cohort where the school lost 22% of the year population moving to another school outside of locality. In response the school gained a further 8% of students in year 10 from out of region enrolments.

Year 12 students undertaking vocational or trade training

26.47% of Year 12 students at Inverell High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

69.2% of all Year 12 students at Inverell High School 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
Head Teacher(s)	8
Classroom Teacher(s)	35.8
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1.4
School Administration and Support Staff	15.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,206,552
Revenue	10,576,889
Appropriation	10,181,677
Sale of Goods and Services	156,883
Grants and contributions	197,143
Investment income	12,476
Other revenue	28,711
Expenses	-9,163,983
Employee related	-7,802,422
Operating expenses	-1,361,560
Surplus / deficit for the year	1,412,906
Closing Balance	2,619,459

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	56,950
Equity Total	1,138,395
Equity - Aboriginal	163,975
Equity - Socio-economic	622,789
Equity - Language	3,921
Equity - Disability	347,711
Base Total	7,431,610
Base - Per Capita	126,476
Base - Location	64,230
Base - Other	7,240,903
Other Total	647,294
Grand Total	9,274,249

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

School performance - NAPLAN

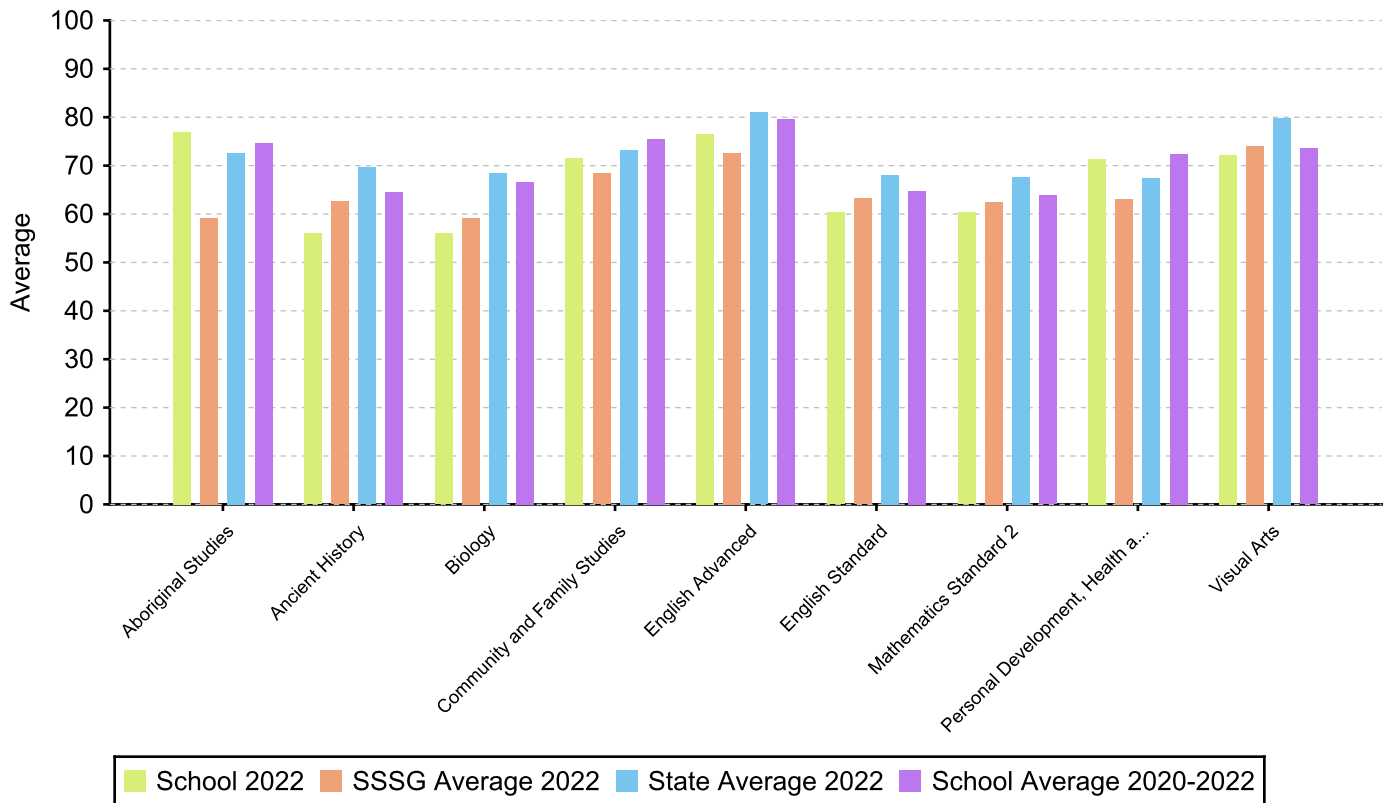
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Aboriginal Studies	77.0	59.2	72.6	74.7
Ancient History	56.0	62.6	69.6	64.5
Biology	56.0	59.3	68.5	66.6
Community and Family Studies	71.6	68.4	73.2	75.5
English Advanced	76.6	72.7	81.0	79.7
English Standard	60.3	63.2	68.1	64.8
Mathematics Standard 2	60.3	62.5	67.6	63.8
Personal Development, Health and Physical Education	71.3	63.0	67.5	72.3
Visual Arts	72.2	74.1	79.8	73.5

Parent/caregiver, student, teacher satisfaction

Students, Teachers and Parent/ Carers were surveyed and interviewed throughout 2022 through student voice, Tell them From Me and telephone surveys.

Student voice in the school continues to grow, with our peak leadership groups positively influencing school programs, initiatives and personalised support strategies. Aboriginal students had two separate opportunities to engage in student voice, one being in relationship to School Belonging, the other to inform our Department of Education Executives on school life in Rural North.

Student feedback was collected through the Tell Them from Me survey. Results indicated that the percentage of students with positive wellbeing increased by 4.63 percentage points in 2022, compared to 2021. Advocacy at School and Expectation for Success both had positive gain in comparison to 2021 survey results. The percentage of students that attended school 90% of the time or more is 34.16%. Whole School Culture and specifically, student well-being and attendance will be a focus for 2023.

Our P&C meetings are held each term to consult on several key topics from the school uniform, staff shortages and upgrade of facilities. Parent feedback through individual consultation and phone surveys was that they wanted to engage with the school more through any medium. The introduction of the Parent Sentral Portal will provide an opportunity for greater parent communication and feedback in 2023.

Staff feedback was obtained through the People Matter Employee Survey. Staff reported a decrease in all categories of satisfaction. Survey results indicated a 10% decrease in both Risk and Innovations and Inclusion and Diversity positively high scoring categories. Staff indicated that Wellbeing (25%), Pay (22%) and Burnout (18%) were the least positive topics/ survey categories for the 2022. Job satisfaction was a concern with a decline of 35% to 46% satisfaction.

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.