

2022 Annual Report

Bellingen High School



8258

Introduction

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

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

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School vision

The Bellingen High School community is committed to improving the education of each individual student through high expectations, a respectful, inclusive and positive environment and the delivery of quality teaching and learning. We aspire to develop the growth of responsible, engaged and successful learners, focused on educational attainment, personal success and the acquisition of knowledge and skills for their future.

Every student and every teacher will be challenged to continue to learn and improve every year through strong foundations in literacy and numeracy, deep content knowledge and continual reflection on practice, process and product. We will strive to develop new skills and confidence in each student's ability to learn, persist, adapt, collaborate and become a responsible global citizen, as they learn to find and use their voice - both individual and collective - for the good of one, of many, of the wider community and their world.

School context

Bellingen High School is located in the Bellinger Valley and draws students from a number of small, scattered and diverse rural communities. It is a coeducational, 7-12, comprehensive high school with a current enrolment of 604 students, of which 47 are Aboriginal. The school community is proud of its strong tradition of academic, sporting and cultural excellence.

Bellingen High School is recognised as a creative community in areas such as Music, Art, design, creative writing, performance and technology. A committed and experienced staff continually enhance their specialist teaching capacity, lead extra curricula opportunities for students and support students to reach their potential.

The school is committed to continually improving effective classroom practices and quality teaching and learning experiences, with staff professional learning ensuring this. Literacy and numeracy, as well as Higher School Certificate (HSC) performance, will be enhanced through improved data analysis which will support individualised and differentiated learning and programming.

Bellingen High School is dedicated to implementing a wide range of wellbeing programs that target individuals, groups, cohorts and the whole school to foster growth, development, connection and success so that students and staff feel known, valued and cared for.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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
- Numeracy
- HSC Strategy: Excellence and Equity

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Per capita: \$150,900.00

Summary of progress

The Executive team at Bellingen High School (BHS) focused on developing their expertise in leading faculties to improve teaching and learning in the literacy area of audience and purpose. They analysed a range of texts to identify aspects of audience and purpose and developed a better understanding of high-quality content-specific teaching strategies for inclusion in programs. Head Teachers then developed sample programs and shared these within the Executive.

In 2023, Head Teachers will support their staff to integrate specific teaching strategies in Year 8 programs to improve students' understanding of audience and purpose across a range of key learning areas.

This year, the Mathematics faculty were focused on improving students' ability to decode the language associated with mathematics questions. In 2023, students in stages 4 and 5 will participate in a program called "work it out Wednesday" to further enhance their understanding of literacy in mathematics and improve their problem-solving skills.

Four staff participated in the "HSC Strategy for Success" professional learning program. This is a state-wide program that will continue into 2023.

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
Top 2 Bands Reading: Increase the proportion of students achieving in the top two NAPLAN reading bands from the baseline by 5%.	2022 NAPLAN data indicates 24% of students are in the top 2 skill bands for reading, indicating the school did not achieve the system negotiated target. However, student achievement levels remained well above both the state average, and similar school's achievement levels.
Numeracy: Increase the proportion of students achieving in the top two NAPLAN numeracy bands from the baseline by 6%.	2022 NAPLAN data indicates 18% of students are in the top 2 skill bands for numeracy, indicating the school did not achieve the system negotiated target.
Growth Reading:	No growth data is available in 2022.

<p>To increase the percentage of students achieving at or above expected growth from the baseline by 4%.</p>	
<p>Numeracy:</p> <p>To increase the percentage of students achieving at or above expected growth from the baseline by 2%.</p>	<p>No growth data is available in 2022.</p>
<p>School Excellence Framework (SEF):</p> <p>Effective Classroom Practice in Reading - Working towards Sustaining and Growing</p>	<p>Through self assessment the executive team deemed the school to be at working towards sustaining and growing.</p>

Strategic Direction 2: SD 2 Teaching and Leading

Purpose

Our teachers will evaluate their teaching and reflectively adapt their practice through high impact professional learning that reflects the key drivers of evidence informed pedagogy.

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.

- Visible Learning
- Data Informed Practice
- Feedback

Resources allocated to this strategic direction

Professional learning: \$30,000.00

Low level adjustment for disability: \$75,000.00

Summary of progress

This year the school's focus was on embedding Visible Learning (Learning Intentions and Success Criteria- LISC) across the school. Staff completed professional learning and a common language was developed for the implementation of LISC in all stage 4 classrooms. All faculties developed a unit of work inclusive of LISC for Year 8, to be implemented in Term 1 2023.

The Executive team reviewed system wide data in Reading, and HSC performance using the "RAP HSC Analysis Package", NAPLAN and Check in Assessment. The analysis of this data guided professional learning areas for the executive team focusing on Audience and Purpose as well as Language Features. This also guided backward mapping from Stage 6 linked to 7-10 programs.

Effective Feedback between students and teachers will be a focus for 2023.

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
All staff complete Corwin Online for Learning Intentions and Success Criteria. Faculties engage in ongoing discussion around Learning intentions and Success Criteria. All faculties trialing and evaluate LISC in teaching and learning in 2022	All staff completed online "Corwin" professional learning and all faculties engaged and trialled LISC in classrooms.
The school executive build teacher capacity in the use of external data to inform teaching practice.	The executive team worked with staff to use external data sources to strategically plan how to maximise student learning outcomes.

Strategic Direction 3: Wellbeing

Purpose

To ensure all students are known, valued and cared for, we will implement evidence based wellbeing programs that connect students to their learning, empower them to succeed and enable them to flourish and prosper.

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.

- Student Advocacy
- Attendance
- Planned approach to Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$53,000.00

Professional learning: \$30,000.00

Summary of progress

The attendance team participated in a guided professional development support program which aimed to review and improve attendance procedures at BHS. Through this we reviewed current systems and practices for all student attendance levels, including the school's attendance guidelines, and the role and responsibility of staff in the management of student attendance. This resulted in improvements in how we identified individual student attendance concerns and communicated this to parents, and highlighted attendance expectations to the wider school community. Despite an enhanced focus and improved management strategies, overall student attendance levels remain lower than school determined target (see below).

In 2023 the school will focus on reducing unexplained absences and classroom teachers will be more involved in monitoring student attendance aligned with school attendance procedures. In addition, the school will continue to communicate with students, parents and carers about the importance of regular attendance at 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
Attendance 69% of students attending at greater than 90%	The number of students attending greater than 90% of the time or more, was below the negotiated target. However, this figure has dropped from 34% in 2021 to 30% in 2022.
Wellbeing Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 60%.	60% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress towards the school target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$331,600.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellingen 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: Identified students were supported in their classes through differentiation of learning and guidance from SLSO, which led to improved learning outcomes. Students with a disability were able to access all activities including beach excursions.</p> <p>After evaluation, the next steps to support our students will be: Better and more targetted support for Stage 6 students. Staff will work in the senior study area to give students guidance and support to complete assessments.</p>
<p>Socio-economic background</p> <p>\$103,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellingen 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"> • Planned approach to Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Berry Street Truama Informed Practice <p>The allocation of this funding has resulted in the following impact: All staff engaged with "Berry Street Truama Informed" professional learning. The first module of "Body" was completed in Term 4, 2022.</p> <p>After evaluation, the next steps to support our students will be: Staff are embedding brain breaks into lessons and also checking in with students as to whether they are ready to learn. Staff in Term 2, 2023 will complete the "Relationships" module of "Berry Street Truama Informed" professional learning.</p>
<p>Aboriginal background</p> <p>\$47,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellingen High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$47,000.00</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Aboriginal students are supported to strengthen their cultural knowledge and connections with their culture. Staff are reviewing where and how they will integrate learning about Aboriginal culture and history across faculties.</p> <p>After evaluation, the next steps to support our students will be: To provide further opportunities for Aboriginal students to connect with other Aboriginal students through a series of planned "Connecting to Country and Culture" workshops.</p>
<p>Low level adjustment for disability</p> <p>\$235,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellingen 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"> • Data Informed Practice • Other funded activities <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 • employment of Learning and Support Teacher and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: A more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the Learning Support Team. The school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$97,000.00</p>	<p>The location funding allocation is provided to Bellingen 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"> • Other funded activities <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 • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: All students were able to access school based activities regardless of their socio-economic background.</p> <p>After evaluation, the next steps to support our students will be: To effectively and equitably distribute these funds for all students to maximise their learning outcomes.</p>

<p>Professional learning</p> <p>\$65,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Belling 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 • Visible Learning • Planned approach to Wellbeing <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: Increased capacity of executive staff to lead effective practices to support the focus on audience and purpose and language features.</p> <p>After evaluation, the next steps to support our students will be: All executive will undertake professional learning linked to "Audience and purpose" so they can lead this with their faculties in 2023.</p>
<p>COVID ILSP</p> <p>\$167,953.00</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 • providing intensive small group tuition for identified students • providing targeted, explicit instruction for student groups in literacy/numeracy - literacy <p>The allocation of this funding has resulted in the following impact: The majority of students in the program achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To provide additional in-class support for students and professional learning for staff around differentiation fostering improved learning outcomes.</p>
<p>Student support officer (SSO)</p> <p>\$97,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Belling 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student wellbeing programs • Working with Non Government Organisations • Seeking external support for students in crisis <p>The allocation of this funding has resulted in the following impact: Improved wellbeing for all students at BHS. Through the delivery of school wide programs with a focus on developing resilient students who have</p>

Student support officer (SSO) \$97,000.00	strong connections and support networks within the school. After evaluation, the next steps to support our students will be: Embed Wellbeing programs across Years 7-12 that are age appropriate and are delivered through a systemic model. Professional development through the "Berry Street Model" will further develop student and teacher relationships.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	282	293	287	286
Girls	292	299	306	330

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.2	91.9	85.3	86.3
8	85.7	88.9	84.2	80.3
9	86.3	89.2	79.6	83.6
10	85.7	87.1	79.0	78.1
11	93.3	84.2	79.8	80.1
12	91.2	88.2	85.9	79.9
All Years	88.0	88.7	82.1	81.8
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	5	5	3
Employment	3	15	30
TAFE entry	5	2	10
University Entry	0	0	47
Other	0	0	3
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

25.86% of Year 12 students at Bellingen High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

93.6% of all Year 12 students at Bellingen 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)	7
Classroom Teacher(s)	34.7
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.48
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	827,915
Revenue	9,258,589
Appropriation	8,897,016
Sale of Goods and Services	157,180
Grants and contributions	194,989
Investment income	4,382
Other revenue	5,022
Expenses	-9,375,212
Employee related	-8,278,634
Operating expenses	-1,096,578
Surplus / deficit for the year	-116,623
Closing Balance	711,292

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	331,669
Equity Total	387,091
Equity - Aboriginal	47,565
Equity - Socio-economic	103,094
Equity - Language	0
Equity - Disability	236,432
Base Total	6,961,366
Base - Per Capita	150,900
Base - Location	98,761
Base - Other	6,711,705
Other Total	593,710
Grand Total	8,273,836

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

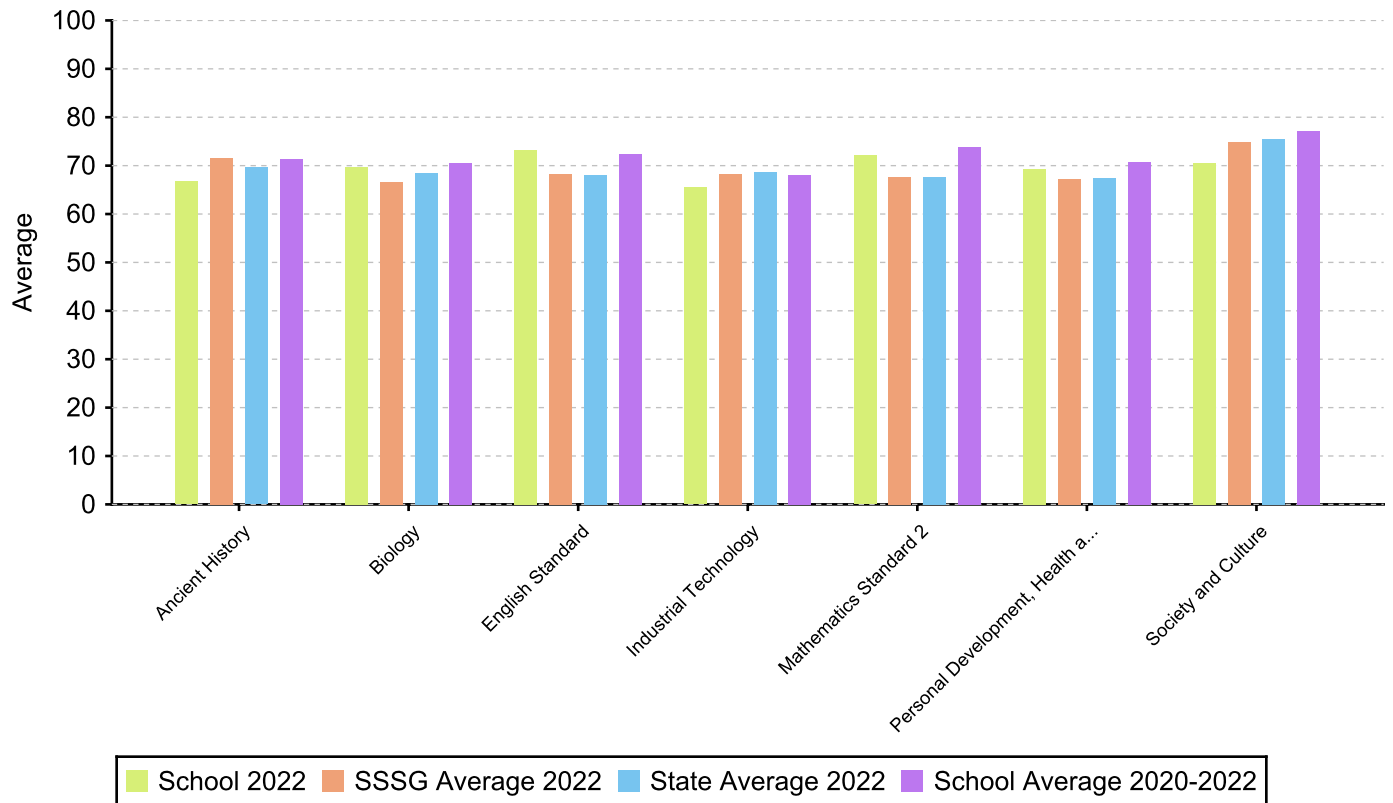
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Ancient History	66.7	71.6	69.6	71.4
Biology	69.7	66.5	68.5	70.6
English Standard	73.2	68.3	68.1	72.3
Industrial Technology	65.5	68.2	68.6	68.1
Mathematics Standard 2	72.1	67.6	67.6	73.8
Personal Development, Health and Physical Education	69.3	67.2	67.5	70.7
Society and Culture	70.5	74.8	75.5	77.1

Parent/caregiver, student, teacher satisfaction

Students sense of belonging has dropped from 55% in 2021 to 49% in 2022. We are working to create more opportunities for staff and students to establish authentic connections through hosting days like the "Wellbeing Day".

Parents and Caregivers have reported overall that they are pleased with the school, however, they identified an area for improvement is communication between home and school. The school has commenced work in this area by adopting online permission notes which so far has been positively received by our school community. Also the sharing of term planners for assessments for years 7-10 has been well supported through positive feedback from Parents and Caregivers.

Staff, through the "People Matters Employee Survey" reported an improvement in senior managers' willingness to listen to feedback. This improved by 32.7% from 2021. Staff also reported further dissatisfaction in their salary and time to do their work from the previous survey.

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.