

# 2022 Annual Report

## Great Lakes College Tuncurry Campus



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# Introduction

The Annual Report for 2022 is provided to the community of Great Lakes College Tuncurry Campus as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

The learning community of Great Lakes College Tuncurry Campus believes in providing inclusive, holistic and innovative learning experiences. This belief drives the practices across our school enabling students to achieve their personal best.

We strive to realise the Great Lakes College Vision and Mission:

" To ensure every student who leaves Great Lakes College is well prepared for a lifetime of ongoing learning and informed and active citizenship. Each student will leave Great Lakes College with knowledge, skills and attributes that will help equip them for meaningful work and satisfying careers.

We aim to:

- Improve school performance and student outcomes
- Improve ongoing teacher quality
- Strengthen school leadership
- Build pathways to lifelong learning

## School context

Great Lakes College Tuncurry Campus is one of three campuses that constitute Great Lakes College. Our campus is for students in years 7-10. We deliver a comprehensive and responsive curriculum for students in Stage 4 and Stage 5. Through agreement with the Senior Campus of Great Lakes College, we facilitate early commencement of Stage 6 subjects to provide a responsive and flexible education pathway for individual students. Our diverse curriculum offering is further strengthened by access to Vocational Education Training with external Registered Training Organisations and the provision of a Trade Training Centre on site.

We have an Education Support Unit containing four classes. Students with additional learning needs have access to specialised learning for intellectually mild, moderate and severe cognitive disability. We also provide support through a multicategorical class for students with additional emotional and cognitive needs.

Situated on the lower Mid North Coast of NSW, the school is built on the traditional lands of the Worimi people and 10% of our students identify as First Nations people. The Gathang language is the first language spoken in the area. An additional 2% of our student population has a language background other than English.

Employment in the local area is largely driven by the industries of tourism, aged care and associated trades. 15% of our families have identified a Tertiary Education level of Bachelor or Above. The Family Occupation Education Index of Great Lakes College Tuncurry Campus ranges from 113-109 ( the range is 0-300). When compared to like schools, Great Lakes College Tuncurry Campus has three times the complexity of students who reside in official out of home care arrangements. Our community access to health and wellbeing support resources is reliant on families being able to travel to Taree or Newcastle (30 minute or 2 hour travel times respectively), which are the closest large regional centres.

In response to the findings of our detailed Situational Analysis in 2020, we have identified the need to further develop our structures focussing on:

- improved student literacy and numeracy results
- student wellbeing
- the creation of a learning culture of high expectations and purposeful curriculum

These three areas have been developed in consultation with and agreement of students, parents, staff and members of the Great Lakes community.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student learning outcomes in relation to reading and numeracy, we will develop, implement and sustain a whole-school approach to embedding contextually relevant, evidence informed teaching strategies across all Key Learning Areas (KLAs). This will be supported by embedded and ongoing data analysis and evaluative practice. This will help ensure students leave the campus with the skills to meet the increasing literacy and numeracy demands required to successfully engage in the workplace.

### 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

### Resources allocated to this strategic direction

**Socio-economic background:** \$32,512.00

**Low level adjustment for disability:** \$54,175.00

### Summary of progress

The whole school focus on reading included close reading with annotation, text complexity, repeated reads and think aloud strategies. Teachers engaged in 10 professional learning sessions conducted over the 2022 school year. An additional focus on vocabulary was also provided to teaching staff in the CAPA faculty.

As a result of the focused professional learning teachers embedded complex texts into their teaching strategies as evidenced in the teaching and learning programs. 93% of the teaching staff reported that they utilised the literacy strategies into their classroom practice. 82% of the teaching staff also undertook one on one sessions with the literacy and numeracy specialist to improve their delivery of literacy strategies in the classroom.

Further progress was made on refining class profiles. These profiles were used to drive differentiation in classes, each faculty modified this strategy to best meet their needs. Head Teachers have identified the need for further training in SCOUT as an internal Data resource to assist teaching staff.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Expected growth data will not be available due to cancellation of the NAPLAN testing in 2020. Internal assessment measures to be used to monitor progress.</li></ul>	<p>This annual progress measure is unable to be assessed against NAPLAN results in 2022 due to cancellation of the NAPLAN testing in 2020.</p> <p>Internal measures using the Department of Education Short Assessments for reading show a growth effect size of 0.56 or higher for Year 9 students who completed the post and pre assessments during 2022.</p>
<p><b>Achievement of system-negotiated targets:</b></p> <ul style="list-style-type: none"><li>• Improvement in the percentage of students achieving in the top 2 bands in NAPLAN to be above the school's lower bound system-negotiated target in reading of 19.6%</li></ul>	<p>In 2022, the school showed the greatest improvement of students in the top 2 bands in NAPLAN reading (Year 9) since 2018. In 2022, 13 per cent of the Year 9 students who completed the NAPLAN Reading Test achieved in the top two 2 bands. Furthermore, the campus saw a 7 per cent increase in students who achieved in band 8 (third top band) when compared to the 2021 results.</p>
<ul style="list-style-type: none"><li>• Improvement in the percentage of students achieving in the top 2 bands in NAPLAN to be above the school's lower bound system-negotiated target</li></ul>	<p>In 2022, the school did not meet the projected target of expected growth in either reading or numeracy. This may be attributed to the many disruptions to student learning, in the two years leading up to the examinations, as a result of remote learning (2020 and 2021), flooding (2021) and numerous</p>

<p>in numeracy of 21.3%</p>	<p>staffing changes (2020/2021).</p>
<ul style="list-style-type: none"> <li>Expected growth data will not be available due to cancellation of the NAPLAN testing in 2020. Internal assessment measures to be used to monitor progress.</li> </ul>	<p>This annual progress measure is unable to be assessed against NAPLAN results in 2022 due to cancellation of the NAPLAN testing in 2020.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Teaching</b></p> <p>Element: Professional Standards</p> <ul style="list-style-type: none"> <li>Focus theme: literacy and numeracy focus</li> </ul> <p>Element: Data Skills &amp; Use</p> <ul style="list-style-type: none"> <li>Focus themes: data literacy, data use in teaching &amp; data use in planning</li> </ul>	<p>Professional Standards: In the focus theme of literacy and numeracy, the school has invested significant time in 2022 to providing all staff with professional learning that builds teachers' understanding of effective strategies in explicitly teaching staff how to enhance students' reading skills. Due to the campus' major focus on reading, it was decided that building teachers' capacity to teach numeracy would begin in 2023. Whilst the school would still be considered to be at the 'Delivering' stage, with greater implementation time, it is on track to move to 'Sustaining and Growing' in 2023.</p> <p>Data Skills and Use: In the focus themes of data literacy, data use in teaching and data use in planning. Are two areas the staff have begun to show growth in understanding and application to practice. This is evidenced through class profiles and staff teaching and learning folders. The campus' significant investment of time during class meetings to engage in analysis and interpretation of class based reading data has resulted in the campus moving from the 'Delivering' stage in 2021 to the 'Sustaining and Growing' stage in 2022.</p>
<p><b>Clearly identifiable skills in teaching reading &amp; numeracy</b></p> <ul style="list-style-type: none"> <li>All teachers have begun, with increasing confidence, to authentically embed the identified reading and numeracy strategies (related to complex texts and multiplicative strategies) within programming and lesson planning.</li> </ul>	<p>All teachers at the campus have had the opportunity to build their capacity to participate in High Impact Professional Learning. Through staff meetings, faculty meetings and school professional development days, staff were explicitly taught and given time to reflect on the chosen whole targeted reading strategies. Staff were also given the opportunity to engage in regular collegial discussion and reflection on the effectiveness of the strategy implementation during class team meetings. The resultant effect was 93% of teachers communicating they have used the identified and targeted comprehension strategies within their KLA delivery. Staff feedback through surveys also indicated staff believe the current process for professional learning to improve staff practice is highly effective, with an average ranking of 4 out of 5.</p> <p>Teachers were also explicitly taught how to access and utilise the SCOUT platform to identify the specific literacy and numeracy needs of each of the students in their classrooms. This has helped them to further differentiate their teaching to meet each student at their point of need.</p> <p>The impact of this professional learning on teacher practice is becoming increasingly evident through collegial discussion, scheduled reflection and in teacher programming and registration.</p> <p>Professional Learning in 2023 will have a greater focus on numeracy.</p>
<ul style="list-style-type: none"> <li>There has been an improvement, since 2021, in the percentage of students achieving the HSC Minimum Standards (across reading, writing &amp; numeracy).</li> </ul>	<p>Year 10 students have all been provided with multiple opportunities to demonstrate the HSC Minimum Standards across all 3 domains. Students who did not demonstrate the minimum standard in one or more of the tests were given the opportunity to gain additional targeted support through the small group tuition as part of the COVID ILSP. The individualised student reports garnered from each student attempt were also used to further tailor teacher class profiles and classroom learning activities to provide additional classroom support at students' point of need.</p> <p>The resultant effect of the above was that:</p> <p>66% (65) students demonstrated the HSC Minimum Standards across all three areas (writing, reading and numeracy).</p> <p>92% (91) students demonstrated the HSC Minimum Standards in reading.</p> <p>81% (80) students demonstrated the HSC Minimum Standards in</p>

• There has been an improvement, since 2021, in the percentage of students achieving the HSC Minimum Standards (across reading, writing & numeracy).

numeracy.

70% (69) students demonstrated the HSC Minimum Standards in writing.

*\* Note - these figures did not include students on Life Skills outcomes.*

Overall, the percentage of students who have achieved the standard in all 3 domains is slightly lower than in 2021.

## Strategic Direction 2: Wellbeing; students, staff and community

### Purpose

Staff at Great Lakes College will know, care for and support all students. A whole-school approach focused on improving student wellbeing will result in access to a safe, well- resourced and connected school. Students at Great Lakes College Tuncurry Campus will build a stronger level of self confidence, resilience and improved mental health.

### 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 Processes
- Wellbeing Practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$64,124.00

**Low level adjustment for disability:** \$19,543.00

**Professional learning:** \$1,515.00

### Summary of progress

In 2022 the teaching and support staff completed Berry St Trauma Informed Practices training, this was a 4 day professional learning course that provided staff with information and understanding of trauma and the impacts this has on an individual's capacity to learn. The course also provided teaching strategies and structures that will be adopted by all staff across the school. Additional time on school development days was allocated for staff to complete teach meets to share their application of the Berry St strategies and to generate school based resources that were shared with the whole teaching staff. As a result of this professional learning and collaboration the following changes in practice occurred at a whole school level:

- Use of triage conversations in lieu of detentions
- Berry St Lesson Plan template will be used by staff to structure all lessons and will include Learning Goals and Success Criteria
- Faculty meeting will have allocated time to share practices
- School practices will be moving to strength based classroom practices and strength based teacher/student discussions
- Introduction of a strength based survey to implemented for students as part of transition from Year 6 into 7 to help drive teacher knowledge of the students in their classes

In 2023 we will work to ensure all new staff have access to the Berry St model and professional learning and trained staff will focus on strengthening Triage conversations and modelling unconditional positive regard to drive a positive change in student behaviour across the school.

The school continued to fund a Head Teacher Wellbeing. This role was critical in supporting First Nation students, students in Out of Home Care and, students with additional emotional and wellbeing needs. The role coordinated the internal and external services students needed in order to be able to successfully access education. As well as providing specialised individual support there continued to be a focus on the whole student with Wellbeing Days planned for and delivered by the Wellbeing Head Teacher and Year Advisors for all year groups.

2022 was the inaugural year for the Boys group. Parents and students report that the program has been a driving factor in supporting positive engagement for the students in 2022. Results analysis has demonstrated an uplift in student attendance and positive behaviour and relationships in the school setting. The program will continue in 2023. Further connections with community mentors and industry will be pursued and the involvement of the career advisor will also be sought to strengthen the program and outcome for students.

### 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>Achievement of system-negotiated target:</p> <p>Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 62.3%</p>	<p>Tell Them From Me data shows a cumulative decrease of 6% of reported positive wellbeing.</p> <p>Results from the Tell them From Me survey conducted in the second semester of 2022 indicated:</p> <ul style="list-style-type: none"> <li>• 3% increase in a Sense of Belonging</li> <li>• 5% increase in Positive Relationships, placing the school above the State average</li> <li>• 0.1 % increase in Advocacy at School reducing the gap between the school and State results to 0.3</li> <li>• 0.4% increase in Expectations for Success, reducing the gap between the school and state outcome to 0.2</li> </ul>
<ul style="list-style-type: none"> <li>• Reduction in suspension rates for aggressive behaviour and physical violence.</li> <li>• Internal data source: Surveys based on National Day of Action Against Bullying and Violence demonstrates more than 55% of students identify Tuncurry Campus as a friendly and welcoming campus. this would be an increase of 5% on the 2021 data</li> </ul>	<p>Suspension data for 2023 is not reliable due to the change in Department policy from Student Discipline Policy to Student Behaviour Policy. This change was implemented in Term 4 of 2022 and changed the categories and procedures associated with suspension. Comparable data available for Term 1 through to Term 3 indicates that the percentage of students suspended for aggressive behaviour and physical violence had no significant change from the period 2021 to 2022.</p> <p>Results from the National Day of Action Against Bullying and Violence conducted in April of 2022 indicated 87% of students felt that Tuncurry Campus was a friendly and welcoming campus. The survey was not conducted in 2021, as a result no growth can be demonstrated by this particular internal data source.</p> <p>Tell Them From Me survey results from Semester 2 in 2022 indicated a reduction of 8% for Bully-Victim response. This positive response corresponds with an increase of 5% in students reporting confidence in staff response to bullying as a serious issue impacting students at Tuncurry campus, since 2020.</p>
<p>100% of new teaching staff have undertaken MAPA training</p> <p>100% of identified teachers have maintained current MAPA qualifications.</p> <p>100% of teachers complete the Trauma Informed Practice Berry St Training.</p> <p>Staff PL session in relation to the implementation of Berry ST strategies in classroom practice.</p>	<p>MAPA training was provided in May of 2022, 15 staff participated in the training. This professional learning ensured 100% of teaching and support staff have undertaken and maintained MAPA credentials for 2022.</p> <p>School Development Day Hours were allocated for use after school hours during Term 3 to ensure staff had time to reflect and evaluate their application of the Berry ST training undertaken over 2021 and 2022. Staff were also involved in a Teach Meet activity that allowed staff to share their strategies and practical implementation of the learning with others across the school. Evaluation of the sessions indicated staff found the time valuable and a school developed resource of strategies was generated and distributed to all staff.</p>

### Purpose

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Great Lakes College Tuncurry Campus will strive for excellent teaching and learning in every classroom. We will provide a responsive and future focused curriculum which will be delivered by passionate, planned, prepared and present teachers. This will result in the provision of culturally rich, dynamic and inclusive learning opportunities for all students. Students of Great Lakes College Tuncurry Campus will improve their attendance and participation rate because they want to learn at this school.

### Initiatives

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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.

- Engaging with school through learning
- Teacher Collective Efficacy in action

### Resources allocated to this strategic direction

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**Professional learning:** \$10,151.55

**Socio-economic background:** \$40,839.00

### Summary of progress

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In 2023 the Science and PDHPE faculties collaborated on a common assessment task for students in Year 8. The task assessed outcomes from across both syllabus and linked content to demonstrate purpose to learning in both areas. Review of the task demonstrated a high submission rate, high quality of work and students were engaged. The two faculties have determined this task will be continued and built upon in 2023.

The Art and English faculties also collaborated to deliver a common assessment task to Year 8. This was the second year this task had been delivered to students. Staff reflection of the process demonstrated a common learning language across key learning areas which strengthened student understanding and achievement. Staff and students reported a stronger connection to the learning that was linked to this assessment.

Inquiry based learning was initiated within some Year 7 Science classes with the introduction of the Rube Gold engineering task. This activity resulted in a high level of student engagement with students speaking to other teachers about the project and sharing their learning in other classes. Parents were invited to the school to view and celebrate the student's work and this was very well supported.

The process of common tasks across key learning areas will be continued in 2023 with professional learning time and resources being provided to improve the following identified areas:

- marking process of the tasks

This will be moved to Online to streamline and make the process more time efficient. The success criteria will also be reviewed to develop a stronger shared understanding of what the final product should look like for all tasks. This is to assist both students and staff when providing feedback on the tasks.

- mentoring and practical strategies will be provided by lead teachers in the school

This will be to develop a greater value amongst all staff for the shared projects and to support staff who are new to a more flexible learning environment in their class.

The curriculum review conducted in 2022 has resulted in the introduction of two new elective choices for students in Years 8 and 9, Outdoor Education and Zoology. These electives have been driven by student interest but also connections to ongoing Science and PDHPE subject options in Stage 5 and 6. In 2023 there will be time allocated to specific lessons for literacy and numeracy development as well as student wellbeing.

We will also look to introduce the course Math in Trades and strengthen the links between Mathematics delivery and Technology Applied Science classes to work on shared assessments in 2023.

### Progress towards achieving improvement measures

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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>Achievement of system negotiated target:</p> <p>Increased percentage of students attending school more than 90% of the time by 13% or above.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 3.3%.</p>
<ul style="list-style-type: none"> <li>• increased % of students who maintain original Stage 6 course selection from Year 10 through to end of Year 12.</li> <li>• Tell Them From Me Survey results indicates continued increased % of students aspiring to finish high school.</li> </ul>	<p>Career Advisors across the Great Lakes College 3 campuses collaboratively developed a process that will allow them to track subject completion rates from selection in Stage 5 through to the HSC year in Stage 6.</p> <p>This process had not been in place prior to 2022 therefore base line data will be produced for comparison in 2024.</p> <p>Tell Them From Me data results in October indicate an uplift of 3% of students aspiring to finish high school and an increase of 6% of students aspiring to go to university.</p>
<ul style="list-style-type: none"> <li>• 100% of staff have a PDP goal developed from the findings of the Cultural survey.</li> <li>• 100% of Head Teachers and School Executive staff have completed the AITSL 360 leadership reflection tool.</li> </ul>	<p>100% of the Head Teachers and School Executive staff completed the AITSL 360 leadership reflection tool. Executive staff utilised the feedback to refine their Performance and Development Plan in 2022.</p> <p>The Cultural Survey completed by administration staff in 2021 provided results that guided practices and professional learning experiences available for staff in 2022. 100% of administration staff had PDP goals developed based on the survey recommendations and these were used by the newly appointed School Administration Manager when developing task allocations and responsibilities for 2023.</p>
<p>Time on Task analysis tool continues to be implemented every term through the school year.</p> <p>Incremental increased % of students on task in all classes is evident from baseline data collected in 2020.</p> <p>Introduction of Instructional Practices Inventory or Quality Teaching Rounds as determined by 2021 recommendations. Baseline data of higher order learning activities observed in classrooms.</p>	<p>Time on Task analysis in 2022 has demonstrated an increase of 16% of students on task in all classes since baseline data was collected in 2020.</p> <p>Professional Learning was provided to all staff introducing the classroom observation tool of Instructional Practices Inventories. 6 staff members undertook additional training. These staff observed classes to develop consistent judgement ensuring the fidelity of the tool when applied to school practices in 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$224,516.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Great Lakes College Tuncurry Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional Student Learning and Support officers (SLSO) were employed to work with students directly in student nominated classes. The SLSOs were also involved in structured activities in the playground areas to support students during unstructured time at school. This support was built into each student's Individual Education Plan and monitored and managed by the Learning and Support teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students stated they felt comfortable and successful in class when able to work alongside an SLSO. This strategy has increased student engagement and reduced loss of learning time due to distraction or poor self regulation as a result of learning and behavioural disabilities students manage in the school setting. We will continue to employ Student Learning and Support Officers in 2023.</p>
<p>Socio-economic background</p> <p>\$279,088.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Great Lakes College Tuncurry Campus 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>• Reading</li> <li>• Wellbeing Processes</li> <li>• Wellbeing Practices</li> <li>• Engaging with school through learning</li> <li>• Other funded activities</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>• professional development of staff through Quicksmart Literacy and Love Bites to support student learning</li> <li>• employment of additional staff to support Aboriginal Education and Boys Education program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The additional funds received through our Socio- Economic background flexible funding were used to provide: Five support staff training in QuickSmart Literacy Two teaching staff trained in the Love Bites program Literacy and Numeracy resources were provided to faculties as per budget requests. The English faculty purchased Lexi Reading for all students and the Mathematics faculty purchased Maths Online for every student. Three Wellbeing days were run for each year group throughout the year, focussing on mental health and building positive relationships STAR program, recognition and rewards for positive student behaviour</p>

<p>Socio-economic background</p> <p>\$279,088.00</p>	<p>based on the school values of Personal Best, Respect and Responsibility. School uniform, access to food when needed and ensuring all students accessed curriculum based excursion was also facilitated through the use of these funds.</p> <p>The QuickSmart literacy program has had a noticeable impact upon student comprehension skills and attitudes towards reading, as evidenced by assessment results showing sound progression of abilities. Particularly, participants have increased in confidence when engaging with new texts and built capacity and fluency when engaging with more complex words and texts. The regular small group QuickSmart sessions have been effective in targeting student weaknesses with reading fluency, and greatly improved their overall vocabulary through targeted word study activities and flashcard work. Students have progressed steadily through the QuickSmart program, working their way through several levels in semester two 2022, resulting in the need for additional reading materials to be sourced and developed. Feedback from the English faculty indicated that although Lexia has assisted in increasing students' reading skills, we will not be renewing our subscription to the program. This is because the explicit teaching in literacy lessons is having a greater impact than the program. Further to this, it was noted that as the year progressed, students were becoming bored with the program and therefore their engagement fell.</p> <p>Students achieving STAR levels have all significantly increased from 2021 to 2022 which indicates that the reward program is recognising/rewarding students who are following core expectations. The increase also indicates that staff are implementing the rewards program. 86% of students at GLCTC achieved Bronze Level, 60% of students at GLCTC achieved Silver Level, 34% of students at GLCTC achieved Gold Level and, 14% of students at GLCTC achieved Dolphin Level.</p> <p>The Boys program initiated in 2022 has had a significant level of impact and parents and students report that the program has been a driving factor in supporting positive engagement for the students in 2022. results analysis has demonstrated an uplift in student attendance and positive behaviour and relationships in the school setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> All programs will continue in 2023.</p>
<p>Aboriginal background</p> <p>\$55,495.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Great Lakes College Tuncurry Campus. 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school community of Great Lakes College Tuncurry Campus has strengthened opportunities for Aboriginal students with the refinement of whole school practices and strengthening links with community to support Aboriginal students in Years 7 to 10.</p> <p>The Boys and Girls program continued in 2022 but was conducted off site at Aunty Mae's Hut on the Tuncurry TAFE Campus. The program would begin with Breakfast each Friday morning and be followed by an hour of</p>

<p>Aboriginal background</p> <p>\$55,495.00</p>	<p>cultural activities and mentoring with students from Years 7 to 10. This program was extended to incoming Year 7 students of 2023 and their families in Term 4 as part of our Year 6 transition program. This time was used to develop the Individual Education Plan for students with their families and our AEO staff.</p> <p>Visible representations of Aboriginal Culture through murals and art works were completed in 2022. The walkway to the library Mural was finished and hung, the theme Walking Together, Learning Together was developed by students and presented to families at a morning tea that opened the NAIDOC week celebrations for 2022.</p> <p>The C block Mural outside the Wellbeing Hub was added to under the direction of local artist Lara Went, incoming students for 2023 also participated in this project to build their sense of connection to the school. The school acknowledged "Sorry Day" through the creation of the Hands of Hope art work. During roll call all students at Tuncurry Campus were given the opportunity to design a Hand or write a message to contribute to the collage that now hangs at the bottom of the stairs of E block.</p> <p>The Heart to Heart program for Aboriginal girls was run over two sessions in 2022 and provided an opportunity to engage with families and celebrate the art works of all students involved.</p> <p>As part of the transition from Year 10 into Year 11 students designed Tote Bags to take with them to the Senior Campus and these were presented to students at their graduation assembly.</p> <p>The school staff engaged regularly with the Aboriginal Education Coordinator and the local AECG to continue to build connection and new staff to the area participated in a Cultural Cruise of the local area where they learnt about significant sites for the local Worimi people within the Forster and Tuncurry area.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The significant increase in community engagement with the school in 2022 as a result of the work undertaken by the AEO and ASLO roles and the additional work in the QuickSmart Literacy and Numeracy programs will see an increase in the days staff are employed to increase to two full time temporary Aboriginal Education positions in 2023.</p>
<p>English language proficiency</p> <p>\$5,511.34</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Great Lakes College Tuncurry Campus.</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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students gaining additional intensive support in a small group setting. They have refined literacy skills in English that have the students to gain continued success in accessing NESA prescribed curriculum through the English language.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students requiring continued support in 2023 will have access to targeted additional teacher support.</p>
<p>Low level adjustment for disability</p> <p>\$246,099.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Great Lakes College Tuncurry Campus 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>

<p>Low level adjustment for disability</p> <p>\$246,099.50</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Wellbeing Processes</li> <li>• Other funded activities</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>• targeted students are provided with an evidence-based intervention QuickSmart Literacy and Numeracy to increase learning outcomes</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</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>  Functional Behaviour Assessments and Individual Behaviour Support Plans were completed by Learning and Support Staff to identify and respond to the needs of students in all classes from Years 7- 10. Additional learning support was provided in a targeted manner as a result of additional literacy and numeracy assessments conducted by Learning and Support Teachers. Quick Smart Literacy and Numeracy  Ten whole staff professional learning sessions focused on targeted reading strategies being delivered consistently through Terms 1 to 3. Staff survey results indicate 92.6% of the staff utilised the literacy strategies in their classroom teaching and 66.7% staff found the collaborative discussions around literacy strategies and resources helped them reflect on their current practice and embed strategies into their subject area.  Internal measures using the Department of Education Short Assessments for reading show a growth effect size of:  Average Yr 9 growth (effect size) over a term: 0.56  Average Yr 8 growth (effect size) over a term: 0.54  Average Yr7 Growth (effect size) over a term: 0.62  Six Student Learning and Support Officers were engaged for students in the mainstream setting, assisting students in classrooms and the playground to be focused on class work and to regulate behaviours and responses to their peers.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Additional Learning and Support teachers will be engaged in 2023 as will Students Learning and Support Officers.  The specialist teacher for reading will continue to be employed to maintain a focus on reading support but will now also support numeracy development in 2023.  The Quick Smart program will continue in 2023.</p>
<p>Location</p> <p>\$5,604.00</p>	<p>The location funding allocation is provided to Great Lakes College Tuncurry Campus to address school needs associated with remoteness and/or isolation.</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 operational funding include:</b></p> <ul style="list-style-type: none"> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  This funding contributed to excursions for Marine Studies and Career events.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Due to geographical location this funding will continue to be allocated to</p>

<p>Location</p> <p>\$5,604.00</p>	<p>support students to access enrichment activities through excursions to larger geographical centres.</p>
<p>Professional learning</p> <p>\$56,646.55</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 Great Lakes College Tuncurry Campus.</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>• Wellbeing Practices</li> <li>• Engaging with school through learning</li> <li>• Teacher Collective Efficacy in action</li> <li>• Other funded activities</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>• Love Bites training for Year Advisors undertaken in Coffs Harbor and Newcastle.</li> <li>• Berry St Trauma informed training for all staff (teaching and classroom support). The final 3 days of the 4 day training were completed in 2022.</li> <li>• MAPA training and MAPA renewal training was provided to all staff.</li> <li>• Classroom teachers were provided with professional learning time as release from timetabled classes to collaborate on cross faculty assessment tasks.</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Strategic Direction One: Student growth and attainment was supported with extensive professional learning for teaching staff. Staff had access to one on one tutorials for reading strategies, worked in class teams and in faculty groups and had team teaching opportunities through the year. As a result the school saw an uplift in student NAPLAN reading results for Year 9.</p> <p>Strategic Direction 2: Wellbeing; students, staff and community. All teaching staff and classroom and support staff completed Berry St Trauma Informed practices and implemented strategies in classrooms that supported the delivery of curriculum in a responsive and engaging manner. As a result Time on Task data indicated an increase of 8%.</p> <p>Strategic Direction 3: Learning Culture based on high expectations and delivery of purposeful curriculum. All executive staff undertook the AITSL 360 leadership review. This was used to direct and refine leadership practices for Great Lakes College Tuncurry Campus. Executive staff were able to work in a collaborative and constructive manner, while mentoring new and relieving Head Teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Great Lakes College Tuncurry Campus will continue to utilise funding to engage a specialist teacher for literacy and numeracy development in 2023. New staff to Great Lakes College Tuncurry Campus will receive Berry St Trauma informed training throughout the year to ensure all staff have a shared understanding and ability to implement responsive activities in classrooms</p> <p>To continue to develop leadership across the school the AITSL 360 tool will be open to Executive and aspiring leaders in 2023.</p>
<p>COVID ILSP</p> <p>\$197,066.00</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>



COVID ILSP

\$197,066.00

**Overview of activities partially or fully funded with this targeted funding include:**

- Implement intensive small group and one to one tuition program that provides support and assistance to students 'point of need' in literacy and numeracy.

**The allocation of this funding has resulted in the following impact:**

The Covid ILSP has run effectively in 2022. Ninety-six Stage 4 and 96 Stage 5 students have participated in small group tutoring this year. This consisted of groups of 4-5 students in small groups for an hour three times a week. The program tutors have also overseen 11 students with partial attendance or special programs to help them re-engage with schooling.

For literacy, the students were assessed using the Holbourne Reading Test and the Cars and Stars Comprehension Program. The Holbourne assessment for reading showed excellent results. 100% of students demonstrated progress. 88% of Y7 students progressed over 1 year in reading age and 77% of Yr 8 progressed over a year in reading age.

The students also completed a pre and post test in Punctuation, Grammar and Reading using the Department's short assessments. Based on pre and post testing using this tool, 29% of Year 7 and 67% Year 8 students improved over the period of their tutoring.

The students also completed a spelling test each day with a specific spelling focus. This is an area where formative assessment data and more explicit teaching of researched spelling strategies could improve the program.

In numeracy, the students were assessed in additive, multiplicative and whole number pre and post assessments. The results from the short assessments: 29% of Year 7 students improved, 59% of Year 8 students demonstrated improvement. These results could improve with extending the students in the pre-assessment if they score full marks. During the tutoring sessions the only numeracy covered is fast maths (multiplication program) and any maths that the students request to cover for assessments. This is another area of the program that could be improved with more explicit, on point researched activities to improve the students' results.

Our data for improvements in literacy and numeracy are impressive, especially in literacy which is where our focus has been due to our school being a guided school in reading.

Although the improved academic results are important, the surveyed staff also felt that the program had many other positives for the students including enhancing their positive relationships with staff.

The relationships have also led to a larger proportion of students from the tutoring program taking advantage of the campus' Homework Club that is offered after school hours. This is an indication of the improved disposition to learning that the small groups create.

According to student voice, 73% of students have reported increased confidence in their learning. 91% would recommend tutoring to their friends. 82% have reported improvement in their reading skills and 86% reported improvements in their numeracy skills.

Anecdotal feedback from students about the program include:

"I have improved my grades in all classes. I have received better results in all of my assessments".

"I think that tutoring has helped me to understand things in my education".

"I have improved in everything".

The Covid ILSP Team also supported students with their Non-completion Determination Warnings. This support has seen a 41% increase in the amount of students resolving these warnings.

**After evaluation, the next steps to support our students will be:**

<p>COVID ILSP</p> <p>\$197,066.00</p>	<p>To continue having the COVID ILSP run in a similar manner in 2023, based on two years of positive student impact.</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 Great Lakes College Tuncurry Campus</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 Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• RAGE training</li> <li>• Love Bites training</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Great Lakes College Tuncurry Campus did not have a full time Student Support Officer in 2022. The staff member who was in the role took leave after Term 1. The Student Support Officer undertook RAGE training in Term 1 but was not on site to implement the program from Term 2 onwards.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the school will undertake recruitment process to secure a permanent Student Support Officer to provide additional wellbeing support to all students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	283	285	300	273
Girls	246	214	248	232

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.3	79.6	84.2	81.6
8	88.6	79.3	81.7	75.2
9	87.3	76.4	82.1	76.7
10	86.0	78.7	82.6	77.7
All Years	88.2	78.4	82.8	77.7
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
All Years	88.2	89.8	86.2	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

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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	0
Employment	7	0	0
TAFE entry	12	0	0
University Entry	0	0	0
Other	5	0	0
Unknown	5	0	0

71% of the Year 10 cohort of 2022 were enrolled in Year 11 at Great Lakes College Senior Campus.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	28.6
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	14.08
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 <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 Actual (\$)
<b>Opening Balance</b>	1,175,982
<b>Revenue</b>	9,386,471
Appropriation	9,158,034
Sale of Goods and Services	4,815
Grants and contributions	211,794
Investment income	9,596
Other revenue	2,232
<b>Expenses</b>	-8,892,524
Employee related	-7,906,504
Operating expenses	-986,020
<b>Surplus / deficit for the year</b>	493,947
<b>Closing Balance</b>	1,669,929

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	275,596
<b>Equity Total</b>	600,376
Equity - Aboriginal	55,495
Equity - Socio-economic	290,674
Equity - Language	5,511
Equity - Disability	248,696
<b>Base Total</b>	6,408,996
Base - Per Capita	145,205
Base - Location	5,604
Base - Other	6,258,187
<b>Other Total</b>	1,047,166
<b>Grand Total</b>	8,332,135

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.



## Parent/caregiver, student, teacher satisfaction

In 2022 parents, students and teachers were consulted in relation to a number of actions and activities that occurred across the school setting.

In Term 1 Tuncurry Campus undertook a review of the whole school Behaviour Process and Procedure. As part of the review parents, staff and students were asked to complete a reflection survey. The results of the survey were used to guide changes and sustain practices across the Campus.

67% of respondents believed the existing behaviour procedures were working at Tuncurry Campus.

Respondents provided the following feedback in relation to what was working well:

- consistent routines to open and close lessons. This is creating a much more settled start to lesson
- mentoring system as it creates a check point for some of our most challenging students and an opportunity for goal setting
- low level behaviour policy e.g. phone calls home. Head Teachers have been fantastic in supporting teachers with students who have not been following their directions in regards to the behaviour policy
- only positive comments from me - Reports through Sentral can be easily seen by other staff and builds a database of student behaviour, Support by other staff - colleagues, LAST, HT, DP, Principal; referrals made through Sentral to HT or YA; even direct conversations to relevant staff helps gain an understanding of student behaviour
- follow up from Senior exec for continued disobedience or more "serious" one off behaviours
- we have clear expectations and processes for their implementation
- support from Head teachers & executive is very good
- my kids are happy at school
- I enjoy receiving letter from the school about how well my child is doing
- phones being secured during school hours is great and my daughters are happy about that too
- Wellbeing needs to have a greater focus. Not just for one day per term but either regularly throughout the term or for 1 week a term. The mufti days at the end of last year appeared to lift spirits and gave them something to look forward to

Areas identified by respondents for the school to work on include:

- Consistent application of procedures
- Bullying behaviour between students
- Visible responses by staff so that students feel that behaviour is managed and responded to

In Semester 1 2022 Tuncurry Campus trialed electronic academic reports. Parents and Care Givers were surveyed after the trial to determine continuation of the new process.

84% of families accessed the academic report online, 88% of families indicated they wanted the school to continue with digital publication of the reports also including the option of having a hard copy of the report printed when requested.

A Staff wellbeing team was established in 2022. The team surveyed staff to determine focusses for an improved work environment. Results from the survey included:

76% of staff agreed that school planning and processes drew on the inner strengths and passions of staff members by providing them with opportunities to work on tasks that match their strengths - people thrive when they use their strengths.

89% of staff believed school planning and processes provide ongoing support for staff to increase their competency in their work, this can be done through opportunities in ongoing mentoring, peer support, and professional learning opportunities.

67% of staff agreed school planning ensures staff facilities are well-resourced so that staff have access to quality, comfortable and necessary resources (e.g. toilet, kitchen, seating, etc.)

The survey outcomes guided actions to increase communication in relation to distribution of school resources and also the improvement of working environments in 2022, this will continue to be a focus in 2023.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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