

2022 Annual Report

Tenterfield High School



8358

Introduction

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

At Tenterfield High School we are committed to providing outstanding opportunities for all students so that they can achieve their personal best. We strive to create an environment where every student has the opportunity to improve their learning and extend themselves academically, pursue their interests and grow and thrive in a safe and nurturing learning environment.

School context

Tenterfield High School, situated 18 km south of the Queensland border, is a rural school catering for the needs of approximately 245 students including 18% Aboriginal and/or Torres Strait Islander students. The school caters for students with a range of abilities and includes two multi-categorical classes.

Quality teaching and learning form the basis for excellent educational initiatives. Explicit teaching and high expectations are a focus across the school and literacy and numeracy are embedded in all KLA's. The school achieves excellent HSC results, above state average in several subjects. In 2021 we were recognised for showing some of the most improved HSC results in the state. In 2022 our Yr 9 reading results showed improvement that was well above state average and our improvements in Yr 9 writing and numeracy were in line with the state average.

Agricultural and successful vocational education programs is a feature of the school. The students are highly active within the community and reach state level in a variety of sporting events. Staff range from experienced to early career and are committed to improving the educational opportunities at Tenterfield High School to reflect future focused teaching and learning. The school enjoys very strong parent and community support with significant ties to the local Aboriginal community, and has in place a highly developed student wellbeing system.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student achievement in numeracy and reading and show growth in our HSC results through a focus on explicit teaching, high expectations and developing a culture of teachers working collaboratively to analyse data and improve their practice.

Initiatives

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

- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$171,053.55

Aboriginal background: \$39,437.26

Summary of progress

There has been progress made in our whole school approach to student growth and attainment. We explicitly analyse data and implement targeted reading and numeracy strategies into teaching and learning and also identify and extend higher performing students. Our check in data for 8 and 9 shows we are above like schools in reading and numeracy and only minimally behind the state. Our Yr 9 Naplan reading results showed improvement that was well above state average, and our Yr 9 Writing and Numeracy showed improvement in line with state average.

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
Achievement of 2022 system-negotiated targets in Reading Improvement in the percentage of students achieving in the Top 2 bands Naplan reading from baseline 15.7% to lower bound target of 20.2%	2022 NAPLAN data indicates 15.91% of students in the top two skill bands for reading indicating an achievement of the school's baseline data and working towards the lowerbound system negotiated target.
Achievement of 2022 system-negotiated targets in Numeracy Improvement in the percentage of students achieving in the Top 2 bands Naplan numeracy from baseline 19.4% to lower bound target of 23.5%	2022 NAPLAN data indicates 9.52% of students in the top two skill bands for numeracy indicating the school is working towards the lowerbound system negotiated target.
Achievement of 2022 system-negotiated target in HSC results Improvement in the percentage of students achieving in the Top 3 bands HSC from baseline 31.0 % to lower bound target of 40.5%	41.67% of students attained results in the top three bands demonstrating achievement of the lower bound target.
Improvement in the percentage of students achieving expected growth in reading to be trending upwards from baseline 57.3% to near lower bound target of 63.5%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Improvement in the percentage of students achieving expected growth in numeracy trending upwards from baseline 68.1% to near lower bound target of 72%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase percentage of Aboriginal students achieving top 3 Naplan Bands in Reading.	The percentage of Aboriginal students attaining Top 3 bands in NAPLAN Reading has increased.
Increase percentage of Aboriginal students achieving top 3 Naplan Bands in Numeracy	The percentage of Aboriginal students attaining Top 3 bands in NAPLAN Numeracy has increased.

Strategic Direction 2: Excellence in teaching and learning

Purpose

Our purpose is to achieve excellence in teaching and learning so that every student has the opportunity to achieve their personal best. This will be achieved through having a culture of high expectations and using collaborative and evidence based teaching practices.

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.

- Professional Learning
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$35,463.36

Low level adjustment for disability: \$149,745.69

Summary of progress

There has been significant progress made in teacher collaboration and professional learning. There has been a move away from executive, faculty and staff meetings, as being information sessions, and the focus is now on professional learning. Faculties use CESE's What Works Best as a best practice model in explicit teaching to improve reading results.

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
SEF - Effective Classroom Practice The school will validate itself as Delivering by using the School Excellence Framework in the Element of Effective Classroom Practices.	Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning.

Strategic Direction 3: Building engagement and positive relationships

Purpose

Our aim is to build engagement and positive relationships across the whole school community through effective communication and collaborative practices. This was an identified area of need in our situational analysis and by addressing it we hope to build student agency and improve student wellbeing and engagement.

Initiatives

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

- Whole school Communications Plan
- Wellbeing and Engagement

Resources allocated to this strategic direction

Student support officer (SSO): \$96,058.00

Location: \$105,406.02

Per capita: \$62,593.80

Summary of progress

In 2022 we introduced a more consistent behaviour management policy across the school to further support positive behaviour. Student, parent and staff data from TTFM survey has shown a significant improvement in positive behaviours across the school.

We continued with our whole school wellbeing program - The Resilience Project. This is an evidence based program which specifically teaches students resilience through gratitude, empathy and mindfulness. Students and staff survey results was mainly positive about the effectiveness of the program and it will continue in 2023. However, it will be delivered by staff from the Wellbeing faculty.

Our whole school positive rewards program continued, with most students achieving regular positive entries and rewards throughout the year.

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 Improvement in the percentage of students attending school 90% of time or more from baseline of 53.1% to lower bound target of 59.9%.	The number of students attending greater than 90% of the time or more has increased by 1.01%.
SEF Wellbeing The school will validate itself as Delivering by using the School Excellence Framework in the Element of Wellbeing.	Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement. The needs of all students are explicitly addressed in teaching and learning programs. The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$171,053.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tenterfield 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support student learning. <p>The allocation of this funding has resulted in the following impact: A significant focus on Literacy over the past three years has resulted in the Reading, Writing and Spelling Year 9 NAPLAN results achieving above statistically similar school groups (SSSG). A similar focus on Numeracy skills development has resulted in Year 9 Numeracy NAPLAN results achieving above statistically similar school groups (SSSG).</p> <p>This funding was also used to release teachers to work with their Head Teacher. This has enabled the teaching staff to have professional conversations about classroom practices and student learning. This funding has enabled staff to effectively collect and analyse data to inform student progress and learning needs. This has resulted not only in an improvement in each subject content and knowledge.</p> <p>After evaluation, the next steps to support our students will be: The next step in this process will be to continue the data analysis and create informed high impact assessment tasks to further direct explicit learning. The school will continue to engage in the development of proficient literacy and numeracy learners.</p>
<p>Aboriginal background</p> <p>\$39,437.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tenterfield 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • 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: An increase in Aboriginal families engaging in the Personal Learning Pathway (PLP) process. Through the support of the Aboriginal Education Officer and Support Officer families felt welcomed at school and heard. Tell Them From Me data indicated 43% of Aboriginal students feel like their culture is valued at school. The first Deadly Awards held to recognise effort and achievement in Aboriginal students in our school and partner schools.</p>

<p>Aboriginal background</p> <p>\$39,437.26</p>	<p>Expansion of cultural activities. Establishment of Junior AECG. Establishment of language and cultural group.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage families in their child's PLP process and continue to offer the Deadly Awards and a variety of cultural activities in partnership with our local primary schools.</p>
<p>Low level adjustment for disability</p> <p>\$149,745.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Tenterfield 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The employment of additional School Learning Support Officers (SLSO) to work with identified students. This has resulted in all students having access to the curriculum, the assessment tasks and all learning tasks. All targeted students demonstrated progress towards their personalised learning goals. All personalised plans were regularly updated and monitored by the Support Teacher and the Learning Support Team. This meant all identified students received personalised learning and support within their own classrooms. Adjustments were made to ensure equitable access to all facets of school life. Student progress was evidenced by school-wide student goal setting, differentiated tasks and assessments.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ School Learning and Support Officer to ensure improvement in student learning in all subject areas. Personal Learning Plans will continue to be written using the data collected in order to inform adjustments and provide uplift in student learning. Personal Learning Plans will be monitored by the Learning Support Team and adjustments will occur in a timely manner and regularly updated.</p>
<p>Location</p> <p>\$105,406.02</p>	<p>The location funding allocation is provided to Tenterfield 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement • additional staffing to support the wellbeing program. <p>The allocation of this funding has resulted in the following impact: This funding enabled every student equitable access to everyday learning through the provision of classroom resources. It also provided every student access to school incursions and excursions. This meant that all students were involved in all extra-curricular activities in and out of the school. Extra technology was purchased to support the school's Bring Your Own Device (BYOD) program. The school's wellbeing programs received uplift through appointing a Head Teacher Wellbeing and a Boys Advisor.</p>

<p>Location</p> <p>\$105,406.02</p>	<p>After evaluation, the next steps to support our students will be: The school will continue to provide the students with equal access to internal and external learning experiences and resources to ensure that the learning environment for the students is conducive for learning. Technology will continue to be updated so that all students have equitable opportunities to access all areas of the curriculum. The wellbeing program will continue to be coordinated by the Head Teacher Wellbeing, with the assistance of the Girls and Boys Advisors. The Student Support Officer has been a great success with the wellbeing of the students and staff, therefore the school will investigate the employment of another Student Support Officer.</p>
<p>Professional learning</p> <p>\$35,463.36</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 Tenterfield 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"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging teachers in evidence-based approaches to teaching. <p>The allocation of this funding has resulted in the following impact: Staff have actively engaged in professional learning targeted at creating and maintaining supportive and safe learning environments. A school wide approach to effective and positive classroom management is now evident. Expectations of behaviour are explicitly, consistently and supportively applied across the school and support is provided to teachers where needed.</p> <p>After evaluation, the next steps to support our students will be: Provide professional learning on a broad range of flexible behaviour management strategies using expert knowledge and expertise.</p>
<p>COVID ILSP</p> <p>\$143,173.00</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 • employing staff to provide online tuition to student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: Targeted students have shown significant improvement in literacy, numeracy and submission and quality of assessment tasks. Our Yr 9 reading Naplan results showed improvement that was significantly above like school and state average. Yr 9 Naplan numeracy results showed improvement in line with like schools and state average. Yr 9 and Yr 8 check in results for reading and Yr 8 check in results for numeracy, were significantly above like schools and just below state average.</p> <p>After evaluation, the next steps to support our students will be: To support improvement in Yr 7 reading and numeracy. Naplan results for reading and numeracy were significantly below like school and state average. Yr 7 Check-in results showed some progress had been made but they are still behind like schools. Macq-Lit reading program and Quicksmart numeracy program will be more widely implemented for targeted students to</p>

<p>COVID ILSP</p> <p>\$143,173.00</p>	<p>improve reading and numeracy.</p>
<p>Per capita</p> <p>\$62,593.80</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tenterfield High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Allowed the school to equip all students with learning resources and materials. Equitable access to the curriculum. The purchase of classroom and teaching resources enabled teachers to deliver the requirements of their subject syllabus. The funding also enabled the school to provide uniforms when needed and the delivery of the Breakfast Program.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide equitable access to resources and learning materials, and all facets of learning and school life.</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 Tenterfield High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Resilience Program for every student in 7 - 10 • Whole School Positive Rewards Program • Professional learning for staff <p>The allocation of this funding has resulted in the following impact: The Tell Them from Me student survey has shown there has been an improvement in positive relationships at school, student participation in school sports and clubs, positive behaviour at school as well as positive homework behaviour. In the TTFM staff survey 92% of staff believe that THS is a welcoming place for all students and the staff trend report on school inclusiveness is at 8.5, above state norm and a growth of 1.0 from 2021. The staff open ended question on the success of the new Wellbeing and Positive Rewards system was positive. The parents TTFM survey trend report on positive behaviour is at 7.0 a growth of 0.9 from 2021, and school inclusiveness is 6.5 a growth of 0.6 from 2021.</p> <p>After evaluation, the next steps to support our students will be: A school focus and professional learning for staff, on knowing students and how they learn. This will include introducing class profiles which every staff member will complete for each of their classes. These will record students literacy and numeracy levels, wellbeing needs, safety and behaviour plans and any medical or health needs. Staff will complete modules 3 and 4 in Trauma Informed Practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	105	99	101	109
Girls	136	143	136	129

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.0	91.2	83.1	80.8
8	89.2	86.2	84.7	78.0
9	85.8	88.0	80.6	81.5
10	86.7	84.8	79.2	82.3
11	91.2	86.5	76.6	74.4
12	92.4	86.5	83.1	80.5
All Years	89.2	87.5	81.5	80.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	8	10
Employment	19	10	40
TAFE entry	11	8	0
University Entry	0	0	50
Other	11	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

48.28% of Year 12 students at Tenterfield High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Tenterfield 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)	4
Classroom Teacher(s)	18
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.78
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	457,698
Revenue	5,447,579
Appropriation	5,332,314
Sale of Goods and Services	49,994
Grants and contributions	62,719
Investment income	2,452
Other revenue	100
Expenses	-5,314,254
Employee related	-4,685,943
Operating expenses	-628,311
Surplus / deficit for the year	133,325
Closing Balance	591,024

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	360,236
Equity - Aboriginal	39,437
Equity - Socio-economic	171,054
Equity - Language	0
Equity - Disability	149,746
Base Total	4,196,075
Base - Per Capita	62,594
Base - Location	105,406
Base - Other	4,028,075
Other Total	409,566
Grand Total	4,965,877

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

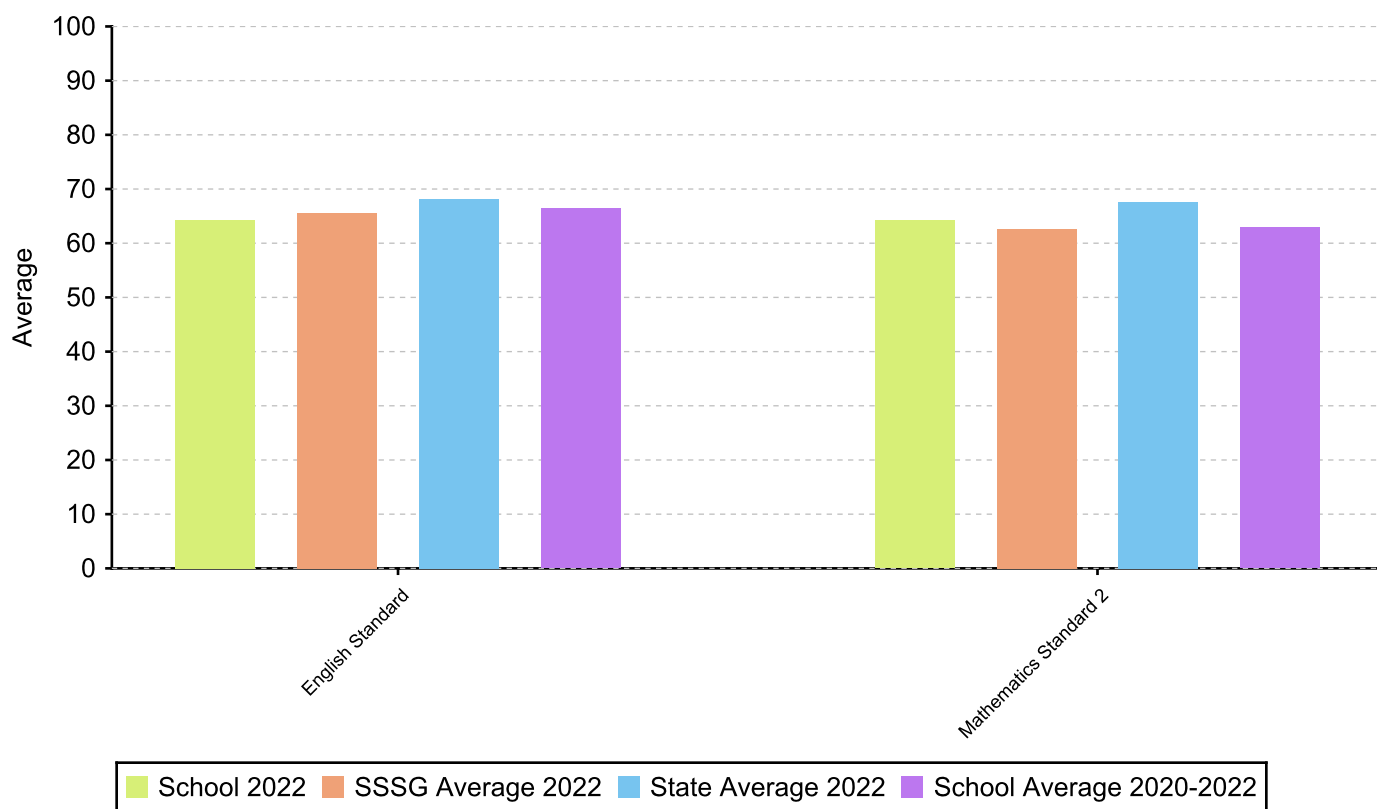
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
English Standard	64.3	65.5	68.1	66.4
Mathematics Standard 2	64.2	62.7	67.6	62.9

Parent/caregiver, student, teacher satisfaction

The student Tell Them From Me data shows an improvement from previous year in:

- Participation in extracurricular activities - 5% improvement
- Value of school outcomes - 6% improvement
- Homework behaviour - 6% improvement
- Positive behaviour at school - 2% improvement
- Interest and motivation - 2% improvement

Their sense of belonging in school remains unchanged.

The teacher Tell Them From Me data shows an improvement from previous year in:

- School inclusiveness - 1.0 improvement and above NSW Govt norm
- Teacher collaboration - 0.5 improvement,
- School's learning culture - 0.6 improvement and above NSW Govt norm
- Parent involvement - 0.3 improvement.
- Using data to inform practice - 0.6 improvement and above NSW Govt norm
- Using a variety of relevant teaching strategies - 1.0 improvement and above NSW Govt norm
- Providing challenging and visible goals - 0.4 improvement at NSW Govt norm
- Providing planned learning opportunities - 0.7 improvement and above NSW Govt norm
- Providing quality feedback - 0.5 improvement and at NSW Govt norm
- Overcoming obstacles to learning - 0.7 improvement and at NSW Govt norm
- Use of technology in the classroom - 0.4 improvement and above NSW Govt norm

In addition to this 71% of staff agree or strongly agree that staff morale is high and 63% of staff agree or strongly agree that school leaders are leading improvement and change.

The parent Tell Them From Me survey shows an improvement from previous year in:

- Feeling welcome in the school - 0.2 improvement
- Being informed - 0.6 improvement
- School supports learning - 0.4 improvement
- School supports positive behaviour - 0.9
- Safety at school - 0.3
- School inclusiveness - 0.6

In addition to this 75% of parents surveyed agreed or strongly agreed that they were satisfied with the school's communication

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.