2022 Annual Report

Five Islands Secondary College

8373

Introduction

The Annual Report for 2022 is provided to the community of Five Islands Secondary College 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

Five Islands Secondary College (FISC) sets high expectations for its students and seeks to create a challenging learning environment that encourages students to aspire to succeed.

At FISC students are valued as individuals and learning is tailored to ensure that the individual learning needs of each student is met to maximise their learning potential. By offering quality learning experiences and a differentiated, effective and rigorous curriculum, underpinned by a commitment to professional learning for staff, we aim to equip students for the demands and opportunities of the twenty first century.

We aim to create a dynamic, inspirational and supportive learning environment where each student's self-esteem is fostered by a strong focus on positive relationships and high expectations. By focusing on harnessing each individual's unique talents and interests, we provide meaningful pathways for bright and productive futures. We strive to build strong connections with our parents and community to enhance the key role the College plays as the only specialist regional provider of senior secondary education.

School context

Five Islands Secondary College is a senior secondary school with a Support Unit consisting of 4 classes, located in the Illawarra. The student population fluctuates on a yearly basis based around student needs in the area. Our school community consists of 8% EAL/D (English an Additional Language or Dialect) and 10% of all students identifying as of Aboriginal background.

The school's staffing entitlement in 2021 was 36 teaching staff and 13 non-teaching staff. The school also employs a Head Teacher Technology and Applied Science and Head Big Picture from school funds.

Five Islands Secondary College (FISC) is a unique school in NSW, providing a range of educational opportunities for secondary students. The college has a flexible curriculum structure featuring three key educational pathways:

1. A mainstream pattern of study is available from Years 10 to 12 which caters for full time, part time and pathways students. The curriculum spans Stages 5 and 6 with emphasis on academic and vocational outcomes for students who are looking for flexible patterns of study and to re-engage with learning within a traditional subject driven framework. Core NESA subjects are offered as well as diverse choices to cater to a wide range of student interests.

2. FISC also offers a re-engagement pattern of study for Year 10 students designed to facilitate their re-entry into an educational setting. The I-engage program is tailored to individualised pastoral care of students where a supportive environment is the prerequisite for academic engagement and subsequent success. Smaller classes, a familiar learning space and structured learning support, allow students to flourish and transition to further educational pathways within the college.

3. The innovative Big Picture design involves an inquiry-based learning paradigm catering to a diverse range of students who benefit from a flexible, holistic pattern of study from Years 9 -12. The learning model promotes intellectual rigour and critical reflective thinking with each student having a personalised learning plan which includes their passions, interests as well as personal, career and social goals. Big Picture celebrates independence, curiosity, creativity and agency in learning. Authentic experiences are enhanced through developing real life immersion in work opportunities and community projects. This fosters each student's transition towards apprenticeship opportunities, access to TAFE and University or entry into the workforce.

The FISC college style campus is designed to cater to mature learners. The college operates on a 4-day week where teachers are on a first name basis, there is no uniform and students are encouraged to take responsibility for their own learning and behaviour. FISC sets high expectations and seeks to create a challenging learning environment which encourages students to aspire to succeed. Students are valued as individuals and learning is tailored to meet the needs of everyone in order to maximise their potential. By offering quality learning experiences and rigorous differentiated curriculum pathways, underpinned by a commitment to professional learning for staff, FISC aims to equip students for the demands and opportunities of the 21st century. FISC creates a dynamic inspirational and supportive environment where student's self esteem is fostered by a strong focus on positive relationships within the school community. By harnessing each individual's unique talents, aptitudes and interests, we provide meaningful pathways for a bright future.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives. Some funds will be used to support other activities not embedded in this plan.

Facilities at FISC are outstanding. Students have access to purpose built facilities supported by cutting edge technologies including a commercial kitchen, metal fabrication workshop, a construction and timber facility, permaculture garden, art, photography and ceramics workshops. Flexible learning spaces including a contemporary vibrant library, a unique state of the art learning centre as well as a dedicated wellbeing hub and cafeteria area.

FISC has a strong history and reputation within the Illawarra in achieving success in supporting students through outstanding wellbeing programs whilst challenging each individual to achieve their very best. We seek to prepare our students for the future by providing an environment where the focus is on effective learning through the delivery of an appropriate curriculum, best practice pedagogy, strong parental and community links and the promotion of lifelong learning. Our goal is to send students into the world as resilient, independent, perceptive and confident young people ready to embrace life.

The school will introduce the 4C transformative Learning program in order to improve student engagement. The program will be used to further develop the effective classroom practices that research shows will lead to enhanced learning outcomes for students. There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning and are "life-ready" and resilient as a result of their time with us.

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.

- Personalised, differentiated learning
- Data Informed Practice

Resources allocated to this strategic direction

Low level adjustment for disability: $161,494.93
Integration funding support: $94,129.00
Aboriginal background: $17,975.70
Socio-economic background: $7,708.65

Summary of progress

Our learning support systems continue to deliver very high standard student outcomes for the large number of students on annual caseload. This is as a result of highly trained staff who maintain a focus on continuous improvement in the way they work and in the way they seek to improve individual student performance. Each faculty and every teacher continues to engage with a range of school systems and strategies to address student performance in the Higher School Certificate. Due to increasing familiarisation with Minimum Standards Testing, students are becoming more receptive to the process. Gathering of enrolment data has secured accurate identification of students with support needs.

A consistent approach has been developed to analyse HSC data.

Our next steps will be:

- Explore possibilities around the use of the Library Learning Centre as a space for students and teachers to regularly conference on student goals, current performance and alignment between the two. This would require teacher training, the process to be student centred in terms of self-reflection and should involve consideration of how this process dovetails into the fortnightly WRAP lessons.
- Head Teachers will continue to work with staff to drive consistency of practice around data usage and analysis to improve learning outcomes of 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
Increase the proportion of students achieving HSC top 3 bands toward the lower bound system negotiated target of 33.1%.	A decreased percentage of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
Increase the % of Aboriginal students successfully achieving the goal of completing their HSC.	100% of Aboriginal students with the goal of completing their HSC did so successfully.
An increase students demonstrating growth against expected outcomes as measured in the individual educational plans.	Internal data indicates an increase in targeted students having individual educational plans that show growth against expected outcomes.

Strategic Direction 2: Set Up For Success

Purpose

FISC strives to provide opportunities to every student to access support and guidance, develop confidence so that they can succeed and understand how to be a learner for life.

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.

- It Starts with Attendance
- Connect, Succeed, Thrive

Resources allocated to this strategic direction

Socio-economic background: $165,930.00
Student support officer (SSO): $96,058.00

Summary of progress

The focus for 2022 was on ensuring that the Wellbeing Hub continues to provide an appropriate, supported alternate space for distressed students and that a culture of attendance is core business for all staff**.** Teachers, parents and the community work together to support consistent and systematic processes to ensure whole college and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Data confirms that the Wellbeing Hub is meeting Five Islands Secondary College students at their point of need and that students feel known, valued, and cared for. The overwhelming success and popularity of the Hub's support programs, activities, clubs and events suggest that continued facilitation of these in 2023 is essential. . Five Islands Secondary College has continued to develop very effective attendance and well-being systems to set students up for success. This is due to highly skilled staff and quality systems and processes. At enrolment, we continue to have a growing number of students with entrenched patterns of sporadic, poor attendance. Internal data shows an increased percentage of students who now attend more than 80% of the time.

Continued streamlining and refinement of existing well-being processes in the revised "Well-being Policy" will ensure clarity for staff and stakeholders of triage processes and well-being operations. This involved ongoing refinement of Hub processes and procedures will take place throughout 2023, using 2022 reflective data to lead improvement. Continued professional learning around the Five Islands Secondary College attendance policy and procedures will ensure that attendance remains core business for 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
Decrease proportion of students attending <80% of the time	Decreased the number of students attending <80% of the time by 19%.
Increase the proportion of students reporting expectations for success, advocacy, and a sense of belonging at school toward the lower bound system negotiated target.	Tell Them From Me data shows 76.79% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the lower bound target and upper bound system-negotiated targets.
There is an increase in the % of student attendance for students' whose attendance at enrolment is between 0-70% (internal data).	There is an 8% increase in students' attendance whose attendance pre - enrolment was between 0-70%.

Strategic Direction 3: 'PB" Learning in Every Classroom

Purpose

FISC strives to support students to engage in "personal best" learning.

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.

- PB Learning and Engagement
- Life Ready Learners

Resources allocated to this strategic direction

English language proficiency: $270,067.49
Socio-economic background: $260,921.00
Professional learning: $5,000.00
Refugee Student Support: $14,973.69

Summary of progress

The focus of 2022 was on ensuring that Five Island Secondary College effectively continues to guide and support students towards meeting expectations and consistently challenges them to learn new things through continued research and implementation of a range of innovative curriculum programs and to provide a selection of alternate learning mode for students including Big Picture Design, Accelerate, Access classes and Connected Learning. Big Picture inquiries continue to grow and more advisories are expected in 2023. In 2023, there will be 8 advisories of approximately 136 Big Picture students which will be half the total student numbers enrolled at FISC. Students continue to achieve at a high academic level and successfully transition to post-school pathways which include University, TAFE and work. Big Picture is vital in drawing students to the college and therefore needs to continue. In 2023 Big Picture Advisors will continue working towards understanding the Assessment Frames which underpin the International Big Picture Learner Credential (IBPLC).

Staff were provided with explicit professional learning around the new Inclusive, engaging and respectful schools policy to ensure that there is a clear understanding of the policy and that a consistent application of classroom management is implemented by all staff and classroom discipline is based on solution-focused restorative process and mutual respect that leads to students' social and academic success. In 2023, a review of Five Islands Secondary College behaviour management strategies will occur.

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
Self-assessment against the School Excellence Framework in the theme 'Collaborative practice' indicates improvement towards Excelling.	Self-assessment against the School Excellence Framework in the theme 'Collaborative Practice" shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the element 'Student Performance Measures' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element 'Student Performance Measures' shows the school currently performing at Delivering.
There is an upward trajectory in the percentage of students receiving positive recognition awards.	Internal data indicates a significant increase in the number of positive recognition awards received by students.
Self-assessment against the School Excellence Framework in the element	Self-assessment against the School Excellence Framework in the element 'Learning and Development' shows the school currently performing at

'Learning and development' will be maintained at Sustaining and Growing.	Developing.

Funding sources	Impact achieved this year
Refugee Student Support $14,973.69	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • PB Learning and Engagement **Overview of activities partially or fully funded with this targeted funding include:** • intensive English language and learning support to increase educational outcomes for students • Access to a range of educational experiences such as excursions **The allocation of this funding has resulted in the following impact:** students have accessed a range of experiences that have enhanced their educational experience and sense of wellbeing. Students have demonstrated significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. **After evaluation, the next steps to support our students will be:** to continue to foster support for these students and to meet their individual learning needs. Students will continue to be supported to achieve the HSC minimum standards and to achieve positive exit outcomes from school.
Integration funding support $94,129.00	Integration funding support (IFS) allocations support eligible students at Five Islands Secondary College in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised, differentiated learning **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** high quality, targeted, individualised support for identified students through the employment of additional Student Learning Support Officers has led to supporting the provision of adjustments for students with disability in mainstream classes who have moderate to high learning and support needs - as defined by the Department's disability criteria. The additional targeted Student Learning Support Officers support enabled the development of a range of strategies that enhanced student engagement with learning and including a focus on timely task submission. **After evaluation, the next steps to support our students will be:** to continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year to ensure funding is used to specifically address each student’s support needs.
Socio-economic background $640,167.65	Socio-economic background equity loading is used to meet the additional learning needs of students at Five Islands Secondary College who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students**

Socio-economic background $640,167.65	**enabling initiatives in the school's strategic improvement plan including:** • Personalised, differentiated learning • It Starts with Attendance • Connect, Succeed, Thrive • PB Learning and Engagement • Life Ready Learners • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement a range of wellbeing programs to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items • engage with external providers to support student engagement and retention **The allocation of this funding has resulted in the following impact:** Five Islands Secondary College continues to offer several excellent curriculum alternatives to engage students, give them opportunities and meet their needs in a variety of ways that a mainstream school environment cannot. The greatest measure of success is that a significant number of Five Islands Secondary College student's who have had previously unsuccessful schooling experiences have succeeded in completing their education. A significant factor here is the way the Five Islands Secondary College environment provides much more one on one and small group support leading to better engagement and attendance. **After evaluation, the next steps to support our students will be:** to continue to maintain and build on the range of programs offered. The focus on student well-being, attendance and engagement will continue in 2023 as these are essential for schooling success. Each program is closely evaluated each year and each has continued to evolve and improve from year to year.
Aboriginal background $17,975.70	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Five Islands Secondary College. 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised, differentiated learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** Every FISC ATSI student has a personalised PLP (developed in consultation with the Head Teacher Wellbeing, and ATSI Support Staff members), that is a working, living document that reflects the goals and aspirations of the individual student and maps a path to a positive work/career/matriculation pathway. Conversations have become more authentic as a result of the warm informal setting. Above 95% of students indicated a positive sense of belonging in TTFM. **After evaluation, the next steps to support our students will be:** Continue to foster strong relationships with the local Aboriginal Community and build capacity in staff through continue professional learning. An

Aboriginal background $17,975.70	Aboriginal LaSt and mentor has been employed in 2023 to continue to support learning outcomes for Aboriginal students.
English language proficiency $270,067.49	English language proficiency equity loading provides support for students at all four phases of English language learning at Five Islands Secondary College. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • PB Learning and Engagement **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • establish a core practice for supporting students learning English as an Additional Language or Dialect **The allocation of this funding has resulted in the following impact:** EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Student progress has demonstrated growth in writing. All students have increased levels of confidence in the use of the English language. **After evaluation, the next steps to support our students will be:** to maintain the Big Picture program as very effective model for engaging, retaining and improving the skillset of EAL/D students.
Low level adjustment for disability $161,494.93	Low level adjustment for disability equity loading provides support for students at Five Islands Secondary College in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised, differentiated learning **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Our learning support systems continue to deliver very high standard student outcomes for the large number of students on annual caseload. **After evaluation, the next steps to support our students will be:** to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
Professional learning $44,434.00	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 Five Islands Secondary College.

Professional learning $44,434.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • PB Learning and Engagement • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist team to deliver Trauma informed practice to all staff **The allocation of this funding has resulted in the following impact:** increased capacity of all teachers to embed effective practices into the classroom and effectively support students with trauma background. **After evaluation, the next steps to support our students will be:** a continued focus of professional learning based on trauma informed practice.
COVID ILSP $316,829.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program **The allocation of this funding has resulted in the following impact:** The allocation of this funding has resulted in positive outcomes across all cohorts in achieving Minimum Standards and in supporting KLA curriculum, whether for HSC ATAR students or others. The CILSP has been an advantageous program in moving students towards success in attainment of Minimum Standards (Literacy_Writing_Numeracy) and an overall improvement in literacy skills across KLA Curriculum. **After evaluation, the next steps to support our students will be:** a continued focus will be on further refining the FISC CILSP model for the 2023 rollout.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Five Islands Secondary College **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connect, Succeed, Thrive **Overview of activities partially or fully funded with this Staffing - Other funding include:** • the student Support Officer's role is to maintain and develop the Well-Being Hub. As a dedicated, centrally located and adequately resourced space, the Hub functions to support all students, though it is particularly designed to target those at risk, needing sanctuary relating to mental health triggers or to proactively avoid escalation of deregulated behaviour. The HUB provides an appropriate, supported alternate space for distressed students. **The allocation of this funding has resulted in the following impact:** The Wellbeing Hub continues to be the central point for appropriate care, ensuring individualised, specialist, high-quality student support. The Student Support Officer Role has been crucial in supporting the wellbeing of students at Five Islands Secondary College. Data sets highlight increasing

Student support officer (SSO) $96,058.00	referrals to support teams, indicative of the 'FISC Stepped Care Model' triage process focused on connecting students to appropriate cross-college teamed supports. Return to class rates reflect pro-activity in students making appropriate use of the Hub. This reinforces the expectation for students of a return to emotional regulation and appropriate learning/ engagement, supporting personal growth and empowerment. **After evaluation, the next steps to support our students will be:** The Wellbeing Hub is to be maintained as a core element in the student support infrastructure at Five Islands Secondary College. The Student Support Officer role will continue to play a crucial role in the support of student's wellbeing. Streamlining and refinement of existing well-being processes in the revised “Well-being Policy” will ensure clarity for staff and stakeholders of triage processes and well-being operations.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	91	125	105	71
Girls	114	131	167	137

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
9	89.2	89.6	72.7	81.8
10	75.3	87.3	64.2	72.9
11	84.6	85.5	78.9	68.0
12	77.9	87.5	76.9	77.3
All Years	81.7	86.3	73.4	72.5
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
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	86.9	88.7	84.5	80.6

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	1	8	15
Employment	3	10	25
TAFE entry	3	2	20
University Entry	0	0	20
Other	0	0	5
Unknown	0	0	15

Year 12 students undertaking vocational or trade training

32.00% of Year 12 students at Five Islands Secondary College undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

51.9% of all Year 12 students at Five Islands Secondary College 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)	2
Head Teacher(s)	5
Classroom Teacher(s)	22.1
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	2
School Administration and Support Staff	10.58
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,293,792
Revenue	7,450,925
Appropriation	7,372,730
Sale of Goods and Services	4,034
Grants and contributions	66,289
Investment income	4,492
Other revenue	3,380
Expenses	-7,543,174
Employee related	-6,659,135
Operating expenses	-884,040
Surplus / deficit for the year	-92,249
Closing Balance	1,201,543

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	109,103
Equity Total	1,089,705
Equity - Aboriginal	17,976
Equity - Socio-economic	640,168
Equity - Language	270,067
Equity - Disability	161,495
Base Total	4,878,407
Base - Per Capita	72,992
Base - Location	0
Base - Other	4,805,415
Other Total	795,229
Grand Total	6,872,444

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.

Parent/caregiver, student, teacher satisfaction

Parents surveyed found staff at Five Islands Secondary College to know and care about their child and the school continues to regularly receive positive feedback . This is an enormous strength of the school. Excellent communication and a willingness to talk to parents is valued by the community. Teachers at Five Islands Secondary College are very appreciated by parents for "going above and beyond". The vast majority of parents commented that their child was having a far more positive educational experience than they have had in the past. Many mentioned anxiety and depression and personal feelings of distrust which have improved considerably since enrolling at Five Islands Secondary College. Students clearly articulated that enrolling at Five Islands Secondary College had a positive impact on their engagement with education.

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.