

2022 Annual Report

Scone High School



8409

Introduction

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

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

School contact details

Scone High School

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School vision

The students at Scone High School are inspired to grow their capacity and confidence to become resilient, socially responsible citizens who are flourishing lifelong learners. Staff facilitate and model a supportive, inclusive and passionate educational setting that extends beyond the gates to include wider learning networks and the whole community. We provide a flexible, personalised, nurturing environment focused on all aspects of the student.

School context

Scone High School is a comprehensive secondary school with a Support Unit which has three classes, located in the Upper Hunter Valley, NSW. The student population of 323 is stabilising, following several years of enrolment decline. Our school community is diverse, while 98% of students have an English speaking background, 2% require some level of EAL/D (English an additional language or dialect) support. 23% of students identify as having an Aboriginal background. The school's staffing entitlement in 2021 is 36 teaching staff and 10 non-teaching staff. Our executive staff is stable with the majority being here for more than five years. There are 20% of our teaching staff are early in their career as teachers. There is a 9% turnover of staff each year. Students represent the school across the district in leadership activities, cultural commitments such as CAPERS Dance, Kia Ora Music and various Eisteddfods and a wide range of sporting activities. Agriculture forms a large focus of learning opportunities for students. There is a very long history of success at the Royal Easter Show and the Beef Bonanza steer leading competitions. A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives. The school community is highly committed to Visible Learning and Visible Wellbeing practices, with a very strong link with a cross-sectoral community of schools across the Upper Hunter. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use, to support individualised and differentiated learning for all 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

To use research based data driven practices to improve student growth.

To maximise student learning outcomes to build strong foundations for success, developing & refining data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Specific Literacy & Numeracy Programs
- HSC Growth in Top 2 & 3 Bands

Resources allocated to this strategic direction

Low level adjustment for disability: \$173,296.00

Professional learning: \$45,000.00

Socio-economic background: \$220,000.00

Location: \$4,000.00

Summary of progress

In 2022 our focus was on developing specific literacy and numeracy programs to target student development as well as a target on increasing teacher skills to support students to achieve in the top 2 bands in the HSC.

As a result, 100% of students have seen an improvement within their Australian Cognitive Aptitude Assessment System (OZCAAS) response times and accuracy results and 90% of students have expressed an increase in confidence within reading and comprehending. Additionally, approximately 40% of students demonstrated an increase in their literacy skills. For example fluency, vocabulary, spelling, grammar, and comprehension. For the HSC, 12.9% of students achieved in the top 2 bands.

Our next steps in 2023 will be to initiate teacher training and the implementation of QuickSmart numeracy, to further support the School Improvement driven goals around targeted student growth in Literacy and Numeracy.

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
Total number of students achieving top 2 bands in NAPLAN Reading scores will increase by 12 percentage points from the Baseline.	2022 NAPLAN data indicates 6.35% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
Total number of students achieving top 2 bands in NAPLAN Numeracy will increase by 11 percentage points from the Baseline.	2022 NAPLAN data indicates 6.90% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Total number of students achieving at or above expected growth in NAPLAN Reading will increase by 8 percentage points from the Baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Total number of students achieving at or above expected growth in NAPLAN Numeracy will increase by 8 percentage points from the Baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Total number of Aboriginal students will increase in top 3 bands in Numeracy by 5 percentage points from the Baseline.	17% of Aboriginal students achieved in the top 3 bands in Numeracy exceeding the system negotiated target.
Total number of Aboriginal students will increase in top 3 bands in reading by 5 percentage points from the Baseline.	8% of Aboriginal students achieved in the top 3 bands in Reading, exceeding the system negotiated target.
Increase in the number of Aboriginal students attaining HSC while maintaining cultural identity by 8 percentage points from the Baseline.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased by 2.5%.
Total number of students achieving top 2 band HSC results will increase by 11 percentage points from the Baseline.	13% of students attained results in the top two bands demonstrating progress toward the lower bound target.
Total number of students achieving top 3 band HSC results will increase by 10 percentage points from the Baseline.	42% of students attained results in the top three bands demonstrating progress toward the lower bound target.

Strategic Direction 2: Leading & Learning

Purpose

To develop a culture of Instructional Leadership informed by the latest pedagogical research, ongoing lesson observations & feedback.

To continually improve leadership through coaching conversations & further development of executive staff as instructional leaders.

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.

- HSC Data Analysis
- Leadership Enquiry

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Summary of progress

In 2022 our plan was to have a focus on developing teacher skills in data analysis, especially for the HSC as well as the development of leadership roles across the school. Delayed initiatives in term 2 have required this work in leadership to be largely postponed to 2023.

In the area of HSC data analysis, 100% of staff were able to review HSC results and implement appropriate teaching and learning cycles to adjust to the needs of the students.

In 2023 our focus will be on reinstating the Leadership Enquiry cycle, to enable the ongoing professional development of our teachers. This in turn further improves the quality of teaching and learning in the classroom.

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
An integrated, whole school approach, to using metacognitive strategies is implemented, accompanied by regular monitoring and evaluation processes that ensure teacher accountability.	Learning cycles have been implemented as a strategy to improve teaching & learning practices, through Professional Learning in staff meetings, professional readings and collegial mentoring practices.
Analysis of Preliminary HSC student data to inform teaching practice by evaluating learning and teaching programs; using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Professional Learning, using the HSC Strategy, has encouraged teachers to analyse the data from Preliminary tasks to assist them to re-orientate learning to address the specific needs of individual students.

Strategic Direction 3: Connect, Engage & Flourish

Purpose

To maximise best practice and embed a culture of high expectations, whole of school community engagement, collective efficacy and continuous improvement in pursuit of school excellence, through high quality wellbeing 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.

- Community of Learning
- Engage in Learning, Attendance & Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

Summary of progress

In 2022 our focus was on the development of a community of learning to further engage parents and carers in their child's learning aspirations. Additionally, we focussed on ways to engage students in learning and improving attendance and wellbeing of all students.

As a result, clear procedures have been put in place to collect and monitor student attendance data. Staff have become more aware of current attendance data and the school attendance targets and have been actively following school procedures and promoting school attendance daily. Scheduled intervention strategies have been supporting daily attendance rates.

In the future we will have a focus on continuing to improve student wellbeing through the consolidation of services to support 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
Proportion of students reporting expectation for success, advocacy and sense of belonging at school will increase by 9 percentage points.	Tell Them From Me data indicates 58.29% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This indicates that these measures are consistent with previous surveys
Proportion of students attending <80% of the time will decrease by 11 percentage points.	The number of students attending greater than 90% of the time or more has decreased by 4.84%, however this figure was significantly affected by the ongoing health orders surrounding Covid, impacting on both student and staff attendance.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,475.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Scone High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students have been assisted in their specific learning needs via in class and small group and individualised learning programs. Teachers have participated in various forms of professional learning and have created individualised teaching strategies for their classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop high quality professional learning for teaching staff that includes impact cycles.</p>
<p>Socio-economic background</p> <p>\$401,625.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Scone 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"> • Specific Literacy & Numeracy Programs • HSC Growth in Top 2 & 3 Bands • Community of Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through HSC data analysis to support student learning • providing students without economic support for educational materials, uniform, equipment, transport other items <p>The allocation of this funding has resulted in the following impact: HSC Study Skills program has assisted students to create a high expectation of their individual growth.</p> <p>After evaluation, the next steps to support our students will be: Arrange for a series of study skills events throughout the year and to also incorporate experiences at Tertiary Educational Institutions.</p>
<p>Aboriginal background</p> <p>\$60,237.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Scone High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Aboriginal background</p> <p>\$60,237.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal School Learning Support Officer (SLSO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Community engagement has improved throughout 2022 due to a regular single point of contact for Aboriginal families. Attendance of targetted groups of students has significantly improved.</p> <p>After evaluation, the next steps to support our students will be: Improve on the Personalised Learning Plan process to incorporate teachers and families in all elements.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Scone High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: All students currently on the EALD scale have had access to extra support both in classrooms and individually by a Learning and Support Teacher.</p> <p>After evaluation, the next steps to support our students will be: Continue the professional learning of teachers, presented by the Learning and Support Teacher, so that all students have their learning needs addressed appropriately.</p>
<p>Low level adjustment for disability</p> <p>\$173,296.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Scone 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"> • Specific Literacy & Numeracy Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Implementation of the QuickSmart program has improved the literacy skills of targetted students significantly.</p> <p>After evaluation, the next steps to support our students will be: Implement QuickSmart Numeracy as well as QuickSmart Literacy in 2023.</p>

<p>Location</p> <p>\$9,631.00</p>	<p>The location funding allocation is provided to Scone 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"> • HSC Growth in Top 2 & 3 Bands • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: HSC Study Skills program has assisted students to create a high expectation of their individual growth.</p> <p>After evaluation, the next steps to support our students will be: Arrange for a series of study skills events throughout the year and to also incorporate experiences at Tertiary Educational Institutions.</p>
<p>Professional learning</p> <p>\$50,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Scone 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"> • Specific Literacy & Numeracy Programs • HSC Growth in Top 2 & 3 Bands • Leadership Enquiry <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and numeracy and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Implementation of the QuickSmart program has improved the literacy skills of targeted students significantly. Teachers and support staff have been upskilled with appropriate targeted small group intervention training, resulting in a greater level of impact on the outcomes of students.</p> <p>After evaluation, the next steps to support our students will be: Implement QuickSmart Numeracy as well as QuickSmart Literacy in 2023.</p>
<p>COVID ILSP</p> <p>\$172,280.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Literacy fluency • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$172,280.00</p>	<p>Significant increase in fluency of word recognition in targeted students.</p> <p>After evaluation, the next steps to support our students will be: Expand the QuickSmart program to include Numeracy.</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 Scone High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Implementation of the Focus Support Team • Creation of processes to reflect the DoE policies. <p>The allocation of this funding has resulted in the following impact: Increased capacity within the school to coordinate and to deliver to the wellbeing needs of students.</p> <p>After evaluation, the next steps to support our students will be: Continual review of the roles within this position to ensure appropriate delivery of programs to students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	174	160	181	174
Girls	177	183	152	140

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.6	93.6	84.8	85.3
8	88.4	90.5	85.3	77.2
9	84.1	92.7	84.0	80.5
10	82.1	84.5	81.6	78.8
11	80.3	89.8	77.4	70.4
12	84.1	88.5	89.1	82.3
All Years	84.9	90.0	83.7	79.2
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	7	0
Employment	92	80	47
TAFE entry	8	0	10
University Entry	0	0	33
Other	0	0	10
Unknown	0	13	0

Year 12 students undertaking vocational or trade training

45.24% of Year 12 students at Scone High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Scone 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)	6
Classroom Teacher(s)	22.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.58
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	579,525
Revenue	6,748,628
Appropriation	6,567,058
Sale of Goods and Services	31,304
Grants and contributions	110,595
Investment income	2,295
Other revenue	37,376
Expenses	-6,832,035
Employee related	-5,784,659
Operating expenses	-1,047,376
Surplus / deficit for the year	-83,407
Closing Balance	496,118

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	28,475
Equity Total	638,764
Equity - Aboriginal	59,875
Equity - Socio-economic	403,193
Equity - Language	2,400
Equity - Disability	173,296
Base Total	5,167,401
Base - Per Capita	87,821
Base - Location	9,631
Base - Other	5,069,948
Other Total	453,367
Grand Total	6,288,007

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

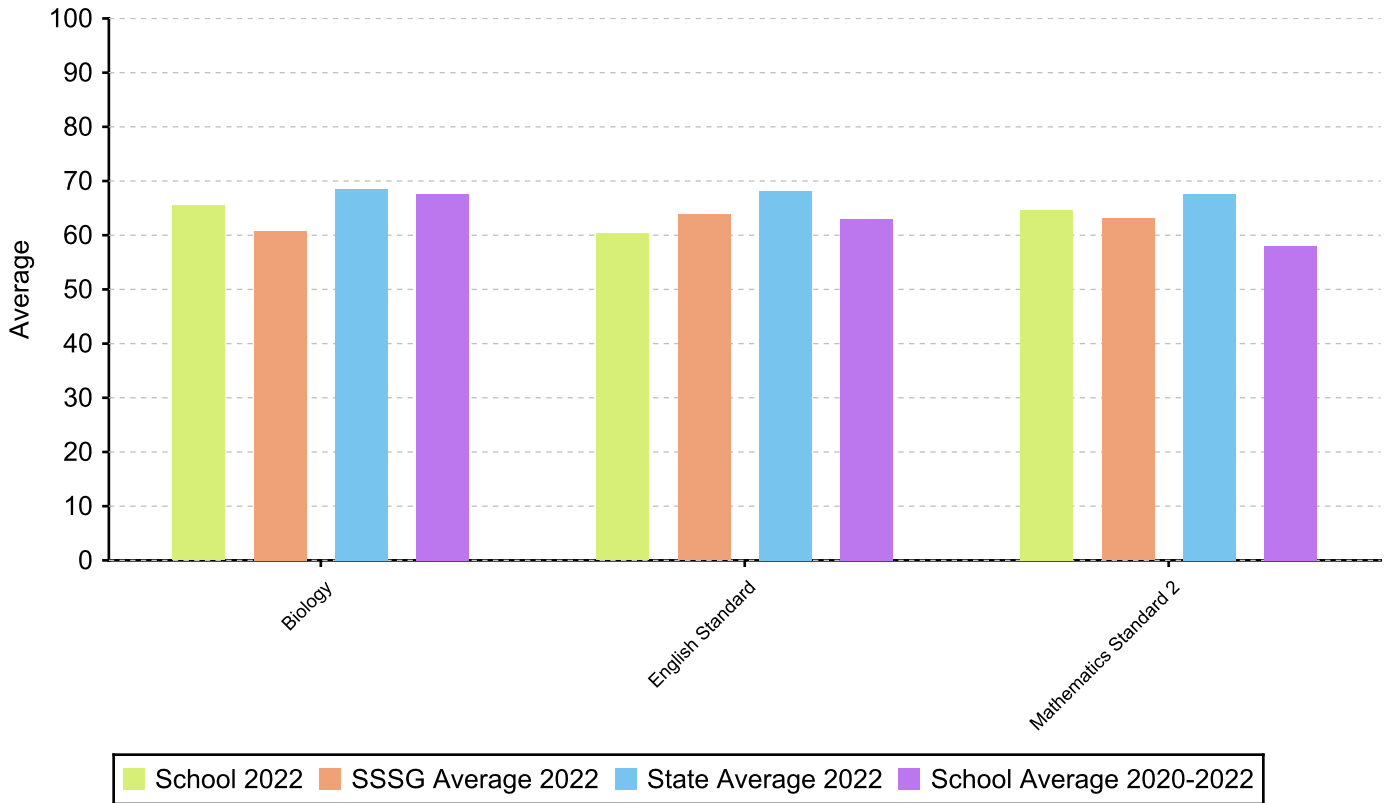
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	65.5	60.8	68.5	67.6
English Standard	60.3	63.8	68.1	63.0
Mathematics Standard 2	64.7	63.1	67.6	58.0

Parent/caregiver, student, teacher satisfaction

Parents have been involved in the Tell them From Me survey and report that:

The school is a culturally safe place to learn. Parents state that the school is inclusive, in that teachers help students develop positive friendships, include all students in activities and staff create opportunities for students who are learning at a slower pace.

Parents state also that their students feel safe coming to school and that the school responds to incidents between children well. Parents often discuss their students' successes at school and encourage and praise success at school. The school communicates effectively with parents throughout the year, for many reasons. Communication channels effectively inform parents of school and community events and feel welcomed into the school.

The school displays high learning and behavioural expectations and that their child is encouraged to do their best work. Homework is appropriately issued and followed up by teachers.

Students have been involved in the Tell them From Me survey and report that:

Students understand what makes a positive learning environment (5.8 compared to NSW Govt norm of 5.6) and agree that staff emphasise academic skills and hold high expectation of them. Additionally, students are on par with NSW Govt norm (6.4) in recognising that class time is used effectively and lessons are relevant to their everyday lives. This survey shows that 73% of students have positive relationships with friends at school and 80% report they do not get into trouble for disruptive or inappropriate behaviour. In terms of challenging skills in English, Maths and Science classes 34% of students had scores reflecting recognition of high challenge and high skills confidence, while 9% of students lacked confidence in their skills and did not feel challenged.

Teachers have participated in People Matters Employee Survey (PMES) and report that:

They feel safe in their workplace with 90% of staff feeling confident with how issues would be dealt with by management. Over 70% of staff report they are well supported to try new things and feel they belong in this school as an organisation. Over 88% of staff also report they feel their manager (head teacher, deputy or principal) communicates well with them.

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.