

2022 Annual Report

Inner Sydney High School



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Introduction

The Annual Report for 2022 is provided to the community of Inner Sydney 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

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School vision

Within a diverse, inner city community, Inner Sydney High School is a world class education facility where students are known, valued and cared for. Students and teachers, as agile, innovative and reflective learners will be supported by parents and key stakeholders to maximise potential for future success and wellbeing. Inner Sydney High School will be a centre of excellence for contemporary learning, providing high quality learning opportunities in flexible learning spaces for students and teachers to collaborate and thrive in a sustainable, stimulating environment.

School context

Throughout the 20th century this site offered public education to boys and girls from inner Sydney suburbs. Construction commenced in 2018 on this school site at Chalmers St and Cleveland St, Surry Hills to build a new NSW public co-educational high school.

Inner Sydney High School is a comprehensive, co-educational high school accommodating up to 1200 students by 2025. The school opened with Year 7 students on Day One, Term One in 2020 and will continue to grow year by year with each Year 7 cohort. The school combines unique heritage buildings with a 14-storey high rise tower in the city centre, adjacent to parkland. The school's physical environment is a unique opportunity to drive the Inner Sydney High School's narrative on education in a contemporary learning environment, allowing students to embrace life-long learning for future success and opportunities. The educational model of this school is significantly different to the schools of the past, with purpose-built flexible learning spaces designed for collaboration, co-teaching, and project-based learning.

In 2019, consultation took place between school staff and key stakeholders, including parents and students and successfully developed the school logo, school uniform and school colours. School staff worked with Department of Education, to establish school processes, systems and procedures which ensured the establishment and transition of the new school. Through innovative professional learning opportunities, newly recruited teachers and support staff developed the knowledge and skills required to take full advantage of the purpose-built flexible learning spaces. This provides the opportunity to be transformational where teachers and staff are adopting new ways of working and thriving in this innovative, contemporary learning environment.

The school opened for Year 7 students in 2020 and occupied the three heritage buildings - Cleveland (Building 1), Chalmers (Building 2) and Belvoir (Building 3). Building school systems started with a collaborative approach, where all students had the opportunity to provide input into wellbeing systems, including behaviour expectations and consequences, student recognition and leadership. Our IN_SYD teams systems were established through another collaborative process, involving the P&C, students and past students.

The school welcomed Year 7, Year 8 and Year 9 students with a great deal of excitement from students and staff. Additional staff have been employed to meet the demands of the growing school community. Systems and procedures continue to be refined and aligned with the educational model in place for IN_SYD.

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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to adopt high quality, personalised learning experiences to ensure student growth through continual formative practices and evidence informing teaching and learning. This continual evaluation of our formative practices will inform teaching and therefore maximise student growth and attainment holistically.

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.

- Formative Assessment
- Literacy and Numeracy

Resources allocated to this strategic direction

Professional learning: \$22,998.00

Low level adjustment for disability: \$68,952.60

Integration funding support: \$608,541.00

English language proficiency: \$110,194.40

Summary of progress

Reading

The Literacy Team has been further developed to support the delivery of targeted Professional Learning to all staff in Reading and Writing.

The team identified that staff required further Professional Learning in data literacy to develop their capacity in targeting areas for student growth in reading. This training was delivered to all staff and applied to the study of SCOUT and other external and internal data sources. This was supported through the delivery of Professional Learning focused on pedagogy and resources to further develop teacher capacity in delivering targeted literacy outcomes within lessons. Consequently, teachers have developed a deeper understanding of how to use data to identify student needs and how these might be addressed through specific, differentiated strategies. This will be further developed in 2023 in both faculty and cross-faculty Professional Learning Communities. A staff resource channel will also be established as both a resource and for cross-faculty collaboration.

In addition, the school, as part of the partnership with the University of Technology Hub in training Pre-Service Teachers, examined how the university might assist in developing ISHS student literacy. This included the shared study of data and the school providing modelled strategies and lessons. Subsequently, a course is being designed with the goal of building reading and literacy with the placement of UTS Pre-Service Teachers in classrooms in Term 2, 2023, working with small groups on a specific skill, in alignment with general lesson content. Data will be gathered to assess the success of this measure and further modifications made.

Reading has also been actively promoted through the library with writing competitions such as Write A Book In A Day and the provision of writing workshops with an author during Book Week and within the English faculty with wide reading. Extension has been provided with extracurricular programs in Creative Writing, Drama and Debating, and International Competitions and Assessments for Schools (ICAS). These have all been enthusiastically embraced by the students with high levels of participation. To further assist this initiative, parents/carers were sent a list of texts to further encourage a home reading program. These will continue to be developed in 2023, with Year 7 students having a lesson dedicated to introducing the library resources and its programs throughout the year.

EALD data for Years 7-9 for 2022 was gathered and assessed. This has helped the school target support for students with the employment of an EALD specialist throughout the year. The Literacy team has identified the need to implement strategies in 2023 to ensure this data is effectively communicated to all teachers. Furthermore, targeted Professional Learning is provided to new staff on how classroom teachers can support the EALD students in their classes.

Learning support has continued to work with individual students, small groups and teachers in providing strategic support for effective differentiation.

Numeracy

The Numeracy team has also been further developed with Head Teacher Mathematics as its Lead.

Professional Learning, focused on NAPLAN and HSC data, was undertaken by the Lead who led all staff in an examination of SCOUT Data. As a result of attending this professional learning, there has been a discussion focused on the importance of mitigating technical issues during NAPLAN and the need to identify particular groups of students. For instance, students who outperform in standardised tests, but under-performed in school-based assessments require academic counselling and are candidates for extension. This will be part of the High Potential and Gifted Education (HPGE) program in 2023 and the implementation of the test will be undertaken by this newly formed committee.

Close analysis of data from both internal and external sources has demonstrated Measurement and Geometry as areas for development. Staff surveys initially demonstrated less confidence in the delivery of Numeracy. A rigorous program of professional learning was consequently implemented. These sessions focused on developing a coherent and shared school understanding of the areas that Numeracy addressed, how these were developed and how they were evident across the curriculum. Once feedback indicated clear understanding, the focus moved to ensure staff had a consistent understanding of evidence based instruction. This was delivered at the whole school level and teachers then worked collegially across faculties to share different modes of instruction, building their knowledge base and understanding of how to differentiate for all learners. Further professional learning on Numeracy progressions was delivered in faculties. Staff feedback consequently demonstrated a deep understanding of both Numeracy and effective classroom strategies to develop it, in line with the Numeracy progressions. This was confirmed by the practical application evident in the tracking across programs of the systematic implementation of Numeracy initiatives in all KLAs. This will continue to be developed in 2023.

Additionally, from Term 2, individual teachers implemented Learning Sprints in their classrooms focused on Numeracy. Part of this process has been training staff in the reading of data and professional conversations focused on best practices. These have been proven to have a significant impact on student growth. Further professional learning, including modelling, will be provided next year to extend the purposeful use of this method in advancing student outcomes.

Formative Assessment

Our focus this year was on the development of understanding of formative assessment for parents/carers, staff and students and for refinement of practice with the embedding of formative assessment opportunities across all subjects and years.

A continuous program of Professional Learning commenced in Term 1, focused on developing teacher expertise in using formative assessment flexibly to inform teaching, adapt practice and meet student learning needs. Resources were developed to ensure the sustainability of practice as the school expands and new teachers are on-boarded. These include modelling videos and instructional presentations. A focus team of students was invited to speak to teachers in a Professional Learning session in which they identified their needs in working towards growth and attainment. Teachers' feedback illustrated this was particularly useful in gaining a deepened understanding of student perspectives and understanding of assessment, goal setting and Student-Led Inspired Conferences. Following collegial discussion focused on the meaningful implementation of this learning with subsequent changes were made to our processes.

Faculties also collaborated in embedding a variety of formative assessment opportunities into teaching and learning programs and scopes and sequences and sharing these in cross-faculty groups. These considered examples of practice completed by different year groups and how to identify and implement remediation strategies, adjust teaching and learning and modify programs to ensure student growth. Sample lessons, tasks and feedback indicated increased competency and an understanding of examples through practice. Furthermore, staff gained insight into different strategies and forms of feedback as they shared example tasks. This will be further developed and refined as the school prepares for Stage 6, with feedback from all stakeholders indicating a need to ensure clear processes are established and communicated. This will be actioned at the start of 2023.

The development of student voice and agency was another focus in the implementation of formative assessment. Students were led in the reflection on their learning with further refinement of the establishment of clear goals and strategies after each Checkpoint and the development of e-learning portfolios which they shared in a Student-Led Inspired Conference. The success of this measure in developing metacognition and an understanding of growth opportunities was evident in clearly identified goals and strategies for improvement. This was also seen in teacher reflections, along with evidence of activity in OneNote, as they worked to lead students in the analysis of their learning and creation of their portfolio. This system will continue to be refined in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<ul style="list-style-type: none"> • At least 35% students achieving top 2 bands in Reading in NAPLAN , achieving targets based on comparative data from statistically similar schools. (Sustaining and growing) 	<p>2022 NAPLAN data indicates 39.5% of students are in the top two skill bands for reading.</p>
<ul style="list-style-type: none"> • At least 35% students achieving top 2 bands in numeracy in NAPLAN achieving targets based on comparative data from statistically similar schools. (Sustaining and growing) 	<p>2022 NAPLAN data indicates 35.9% of students are in the top two skill bands for numeracy.</p>
<p>Formative assessment is used expertly by teachers and informed by parents' and students' voices. It is used flexibly and responsively to ensure growth and attainment.</p>	<p>All staff have been trained in formative assessment and can expertly use these strategies in their classroom practice to ensure growth and attainment.</p>

Strategic Direction 2: Innovation and inspired teaching and learning

Purpose

As a newly established school designed for contemporary learning, our purpose is to ensure teachers are enabled to deliver explicit, consistent and research-informed teaching based on innovation and high expectations. Teachers will reflectively adapt their practice through professional learning and data analysis to ensure the development of students who are lifelong learners who can successfully adapt, collaborate, critically reflect and transition as empowered, responsible global citizens.

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.

- Contemporary Teaching Practices
- Distributed and Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$16,812.07

Low level adjustment for disability: \$34,234.71

Socio-economic background: \$18,299.02

Summary of progress

Contemporary Teaching Practices

In Term 1, a team was established as part of the new Strategic Improvement Plan (SIP) structure to drive the delivery of innovative, evidence-based practice.

An audit of staff established baseline data with the identification of staff knowledge, experience, and areas for growth.

A clearly articulated whole school definition of contemporary practice was developed informed by the school's physical layout and vision. Data demonstrated a high level of knowledge and capacity in delivering contemporary teaching and learning. Most felt confident in utilising co-teaching strategies within their Key Learning Area (KLA) to encourage collaboration and effective teaching and learning for student growth and attainment. Many wished to explore this and other areas of innovative practice further.

Consequently, Instructional Leaders shared their expertise, delivering targeted professional learning to the whole staff and evaluating data to determine further plans. Staff worked in Learning Communities sharing experiences of contemporary practice across KLAs and within faculty groups. This was successfully implemented in classrooms. The staff has positively embraced the sharing of best practice pedagogy with many volunteering to present 'Hotspots' delivering a 10 minute session on a chosen area, such as a new teaching platform. They have also begun to share their expertise with other schools, evident in our relationship with the University of Technology and Professional Experience (PEX) Hub program. Focus areas included co-teaching, blended learning, inquiry learning, the promotion of student voice and metacognition, and the meaningful use of technology. Further support and mentoring were provided by Head Teacher Teaching and Learning in response to requests from new staff. This area will continue to be developed in 2023.

Whilst an onboarding program is in place, this has been limited by time constraints. Therefore, a new model of High Impact Professional Learning has been endorsed for 2023 which will incorporate choice electives. This initiative should ensure the school grows to excellence in this theme with all staff having expertise in Contemporary Practice. Another relevant initiative to be implemented in 2023 is the expansion of co-teaching with the timetable structure facilitating this initiative.

One of the identified challenges, as a new school on-boarding many new staff each year, is to ensure the sustainability of both knowledge and practice and measures have been implemented in response. This includes the development of the on-boarding program and resources and a planned differentiated program of weekly Professional Learning in 2023.

The Pursue Your Passion program, focused on the development of Critical and Creative Thinking and trans-disciplinary learning, was refined in response to feedback from 2021. The relationship with the Museum of Contemporary Art (MCA) has developed with the gradual ownership of the program by ISHS, evidenced in the development of a teacher-written guide to the galleries in Term 2 and teachers leading staff tours. With the formal end of the program at the end of 2022, formal evaluation and planning are now taking place. In the Year 8 PYP, the sessions were restructured in response to feedback data from last year, indicating that students would benefit from an increased agency in selecting an area of

interest to explore. The year is now spent in the study of electives chosen by the students. Student feedback and project outcomes demonstrate it has been a successful measure and the model will continue in 2023.

Other trans-disciplinary initiatives have been trialled in KLA's such as Year 9 History and Geography and History/English cross-faculty assessment and immersion days. Both staff and student feedback have indicated their success and consequently, they will continue to be implemented in 2023.

Distributed and Instructional Leadership

The leadership team has maintained its focus on distributed instructional leadership to improve student outcomes and ensure ongoing improvement. Significant to this success has been the implementation of support systems to assist in the development of leadership capacity.

Senior Executive identified a need to provide a program in developing new leaders at Head Teacher level. Head Teacher Teaching and Learning, therefore, provides support through mentoring and working as an Instructional Leader in developing capacity. Fortnightly group meetings are held where elements of their role including managing staff, reporting, policy and leadership qualities are discussed. Individual meetings are also held in response to identified needs. Three new Head Teachers also attended outside professional learning on developing their capabilities which they presented to the Executive. As a result of these measures, participants report increased confidence, understanding, and development of efficacy, and the initiative will continue in 2023.

The structures deployed in the delivery of the school's Strategic Improvement Plan have also been highly successful in building leadership and authentic ownership of school initiatives. In Term 1, the Executive reflected on the delivery of the school SIP in 2021 and the resulting staff engagement and shared ownership of school measures for improvement. In seeking to deepen this collaboration and commitment, the structure of weekly professional learning was revised. A structure was introduced so that teams were trained and developed with opportunities to lead and review school systems, activities, and processes through ownership of a SIP initiative. The success of this measure was evident in members of staff electing to lead these teams in consultation with a Head Teacher Mentor and the variety of staff presenting their element of the plan and being actively involved in the process of establishment, implementation, and evaluation of activities. This will continue to be developed in 2023.

The school has continued to grow in the theme of Instructional Leadership. From Term 1, experienced Head Teachers continued to be regularly scheduled to act in the role of Acting Deputy Principal. Role expectations were defined and disseminated to relevant staff and support materials were provided to assist in understanding processes. Head Teachers were keen to pursue this opportunity with all Head Teachers from last year continuing to fulfil duties. They felt well supported and one of Head Teacher has been promoted to the substantive Deputy Principal.

Staff continue to be encouraged through a Second In Charge (2IC) program and Expressions of Interest to lead initiatives and are provided with instructional leadership to lead elements of programs. Transparent processes remain key in allowing staff to nominate for leadership opportunities in a diverse range of initiatives. An audit of staff representation on a diverse range of teams is high, from Assessment to Professional Learning to Wellbeing. These programs will continue to be developed and delivered in 2023 in line with school priorities.

Another opportunity for leadership was the development of teachers as supervisors of Pre-Service Teachers (PST) as part of the PEX Hub program, in partnership with the University of Technology. Staff was surveyed with most indicating a willingness to take on this role. They completed training and received coaching and support from the school coordinators in being teacher leaders and sharing best practices with the PST. There will be a continued rollout of Professional Learning as more teachers become supervisors. Feedback from staff indicates feelings of Wellbeing, developed skills, and increased capacity in their own teaching as they engage in collegial discussions to ensure quality practice. Most staff are willing to supervise and all are happy to be observed. This program will be extended in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in SEF element Learning and Development by consolidating expertise and innovation at Sustaining and Growing.	In the theme of Expertise and Innovation self assessment against the School Excellence Framework demonstrates the school as Sustaining and Growing.
Improvement in SEF element Educational Leadership by consolidating instructional and	The school has met the Progress Measure of Sustaining and Growing in the theme of Instructional Leadership and is moving beyond it to Excelling.

distributed leadership, at Sustaining and Growing.

(SEF Leading: Educational Leadership: Instructional Leadership: Sustaining and Growing)

Strategic Direction 3: Authentic collaboration and connections

Purpose

Build a school wide learning culture with a clear focus on student engagement, connected learning and ongoing improvement. Authentic collaboration involving key stakeholders as partners in the learning journey will be evident across the school.

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.

- Embedded and explicit wellbeing systems
- Support for attendance
- Community connections

Resources allocated to this strategic direction

Professional learning: \$5,996.00

Aboriginal background: \$11,916.56

Summary of progress

Embedded and explicit wellbeing systems

To ensure the Positive Education wellbeing system continued to be developed as the school expanded, a Stage 5 Scope and Sequence was developed by the Positive Education and Wellbeing team. The school has maintained its membership in Positive Education Society of Australia (PESA) to facilitate access to resources and best practice initiatives and research as we expand the program. It was also identified through staff feedback that new staff was keen to develop their understanding. Consequently, a library was established in Term 1 for further reading, and a resource channel was extended on Teams. Further areas for development, as we continue to expand, is to ensure staff is aware of where to seek further support in understanding Positive Education and restorative conversations.

In Term 2, in response to staff feedback, further professional learning was provided in Positive Education by guest speaker, Rob Ritchie, from Positive Differences. He suggested that we move the focus of instruction from the whole model, PERMAH (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health), to Character Strengths as research indicates this is most helpful to the development of Wellbeing in our target group. He also suggested that rather than having the students complete the VIA Character Strengths Quiz, we focus on exploring all of the strengths and how to build or modify them in response to need. Staff feedback indicated this was seen as a positive initiative and subsequently the program was refined. Head Teacher Wellbeing has delivered Professional Learning and practical skills for the purpose of restorative conversations and the practical skills of implementing these as a practice within the classroom, drawing on character strengths to effectively conduct these conversations. The staff was surveyed and indicated high levels of understanding of Character Strengths, Positive Education, and Restorative Conversations. However, an area for continued focus is the need to provide further support and training for some staff, potentially through self-elected Professional Learning. In consideration of this and the development of other initiatives, consideration of an adjustment to the structure of Professional Learning is currently being considered for 2023.

In Term 3, the Teams indicated that an area for development was the further promotion of student's voice in embedding the language and building students' deep knowledge of character strengths. This led to the systematic delivery of these with a sustained focus over a number of assemblies on one strength. Teachers report that in class discussions in Touchdown classes, students have a deepened understanding of the strengths and how to apply them to build wellbeing and success. This will continue to be developed next year.

In Term 4, Positive Education delivered further professional learning on embedding the principles in programs and lesson plans. These indicated the successful implementation of the measure as did student work in Notebooks. This will need to be sustained as further programs are developed as we onboard and systems are embedded to ensure fidelity to the process.

Throughout the year, whole school systems of support have been provided. Feedback Friday forms have meant staff can immediately be informed of any students who are showing wellbeing concerns and a response can be initiated immediately with Mentors and Lead Mentors being informed. This has meant that students are well-supported. In terms of establishing high expectations for success, in Term 1, the Executive and staff identified the need to further refine our goal-setting process. This was based on feedback from students (general and delivery in professional learning) teacher reflection on the previous year's Student Led Inspired Conference and class teachers' monitoring of goals throughout the

year. In response, the process was adapted and modified. This still remains an area for further development in 2023.

Student data has been collected throughout the year with both focus groups on areas such as the Student Led Inspired Conference and the Feedback Friday system. As we move forward it has been identified that we need to ensure we effectively harvest and collate information to gain insight into particular themes, our responses, and whether these have been successful over time.

Support for attendance

Data from Term 1 identified ongoing issues with attendance post COVID 19. A whole school approach to this issue was consequently developed as this was significantly impacting some students' growth and attainment.

In Term 2, an attendance committee was established with a systematic monitoring system. This involved Executive members providing individual counselling for latecomers, based on the Positive Education model. Phone calls home ensured the partnership of parents/carers in providing individualised support.

Data in Term 3 indicated that school attendance was still below Similarly Statistical School Groups (SSSG). In response, the committee was expanded and SCOUT data was closely studied at a whole school level, across genders and in cohorts, and at risk students identified. This data was shared with the whole staff and the Deputy Principal contacted families.

A specific program, the Getting Organised For Learning (GO4L) program, was written and is currently being refined for full implementation in 2023. This is to be endorsed by the P&C. This contains initiatives such as Lead Mentors contacting home if absences fall below 85% and additional support and counselling for students with chronic lateness.

These initiatives have been effective with a significant increase in attendance from Term 3 to 4 and will continue to be extended next year and the data studied to ensure their efficacy.

Community Connections

The building of community connections in belonging and wellbeing was identified as a focus by the Executive as a result of the effects of COVID 19 and as an emerging new school community.

Webinars were regularly scheduled to communicate with parents important information about their child's learning, subject information, and school policy. These initiatives demonstrated the diverse range of opportunities for parents/carers to participate in partnership with the school in supporting learning. This is evident with regular P&C meetings, transition programs such as Family Interviews, the Student Led Inspired Conferences, emails home, and invitations to meetings such as the launch of Elevate Study Skills. These will be expanded in 2023.

The Student Inspired Leadership group is given regular opportunities to present ideas for student-led community events to the executive. These events are planned and delivered by students leading to growth in community engagement and student agency within the school community. More data collection is needed to audit the frequency and success of these initiatives including the number participating, although anecdotally it appears to be much of the school.

Support and high expectations of support are evident in the Personalised Learning Support Plans (PLSPs) and Personalised Learning Pathways (PLPs) completed in Term 1 for students with additional needs and Aboriginal and Torres Strait Islander students with the joint establishment of goals and meetings each term with families and carers. A school presentation to the regional Aboriginal Education Consultative Group is facilitated each term at a community meeting where initiatives are shared and data gathered as to how best to support our Aboriginal and Torres Strait Islander students. This has been extremely beneficial. The Pursue Your Passion project commenced with a Welcome to Country and an exploration of our place in the local community. The team supporting Aboriginal Education has been extended and the planning has begun for increased initiatives in this area in 2023 in response to the lifting of COVID 19 restrictions.

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
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing,	Self-assessment against the School Excellence Framework shows the theme of Caring to be at Excelling. Self assessment demonstrates attainment of excelling in High Expectations in Learning Culture with expectations of learning progress and achievement

high expectations for success and sense of belonging.	for all students.
An increased percentage of students attending school more than 90% of the time to be at or above the state average.	Self-assessment against the School Excellence Framework shows the theme of Attendance to be at Sustaining and Growing. Scout data shows attendance at 94.6% by the end of year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$608,541.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Inner Sydney 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs providing in class support. • staffing release for targeted professional learning around supporting students on the autism spectrum. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSP's). This provides intensive and ongoing support. • staffing release to build teacher capacity around differentiating class activities to support students with additional needs. • consultation with external providers for the implementation of PLSP's. Some of these external providers include speech therapists, case workers and counsellors. • implementation of targeted programs to differentiate teaching and learning programs and following through with teachers and parents. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student PLSP's. • intensive learning and behaviour support for funded students. • additional staffing to assist students with additional learning needs. • staffing release for targeted professional learning around data literacy. <p>The allocation of this funding has resulted in the following impact:</p> <p>All LaST's have been trained in the creation of Personalised Learning and Support Plans (PLSP's) building the capacity of LaST's to support students in the creation of goal focused learning plans that are strengths focused and reviewed regularly. LaSTs work with teachers in class to co-teach curriculum and provide ongoing adjustments in the class that allow all students to access the curriculum and achieve success every day. The school has some Student Learning and Support Officers (SLSO's) that are training to be teachers and as such can offer quality instructional support allowing for targeted support not only for funded students, but for all students who have a recognised learning disability. The careful allocation of support and development of classes allows for the maximum use of LaST's and SLSO's to meet the needs of all students and support them to achieve their goals and improve their learning outcomes. All students on learning support have a 100% completion rate of all assessment tasks. Students with a disability are also provided Disability Provisions across all subjects in Year 7 to Year 9. This allows for the ongoing success of students across faculties. Data indicates growth in literacy and numeracy outcomes for students with additional support from LaST and SLSO's.</p> <p>Deputy Principal Wellbeing (DPW) and Support position was created to achieve a high level of communication and engagement with families to support student growth and achievement. Parents feel supported and are able to communicate openly with the school to raise concerns with timely action taken. DPW is in regular communication with student's support teams such as Speech Therapists, Psychologists, Occupational Therapists and Psychiatrists. Regular meetings are held and specialists facilitate learning meetings at the school to optimise students support. The school and specialists work together to focus on the same goals and strategies to ensure that learning is optimal and consistent.</p> <p>The DPW informs all staff of the student PLSP's with a significant level of compliance by staff in implementing PLSP's and adjustments. Every student with a disability has a PLSP and individual adjustments. These are recorded on Sentral and are reviewed and updated regularly as required. Behaviour Support Plans are created for all students who require additional behaviour</p>

<p>Integration funding support</p> <p>\$608,541.00</p>	<p>support or management.</p> <p>The DPW and LaSTs deliver High Impact Professional Learning sessions to staff to support students with additional needs. This results in all staff having the knowledge and strategies required to provide learning opportunities that cater for all learners, while also delivering lessons that are adjusted to meet the needs of all students. LaSTs also provide quality instruction to all staff to adjust Assessment Tasks so that every Assessment Task is scaffolded and adjusted to provide all students with the opportunity to achieve success regardless of diagnosis.</p> <p>All students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. This resulted in all students achieving success with their learning goals.</p> <p>Allocation of resources for student support is responsive to student needs/goals as indicated through ongoing reviews and fortnightly Learning Support Meetings. The LST is a proactive and dynamic team that has an in depth knowledge of all students on learning support. Students receive in class support and where required intensive small group or individual support as required.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to build capacity across the staff through high impact professional learning. Continue to build the skills of the LaSTs and SLSOs to meet the needs of a growing number of students with a diagnosed disability across the school.</p> <p>Continue to monitor and ensure that all staff are aware and implementing PLSPs for targeted students.</p> <p>Continue to analyse data and be responsive to student learning needs.</p> <p>Continue to monitor and ensure that all students on learning support are achieving their goals and meeting Stage outcomes.</p>
<p>Socio-economic background</p> <p>\$18,299.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Inner Sydney 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"> • Distributed and Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in formative assessment to support student learning equitably for all students. • facilitating professional learning to support students with additional learning needs on contemporary learning settings. • providing students without economic support with educational materials and access to technology. • resourcing to increase equitable distribution of resources and services to meet the needs of a diverse range of learners. • High Impact Professional Learning engaging a diverse range of students. • employment of Head Teacher, Teaching and Learning to provide continuity and consistency of teaching practices as the school scales up. <p>The allocation of this funding has resulted in the following impact:</p> <p>HT T&L supporting the equitable contemporary practices to meet the needs of all students.</p> <p>Equitable allocation of resources for all students.</p> <p>All students have access to learning opportunities to meet the diverse needs of all students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue funding support for HT T&L position.</p> <p>Using student data and feedback to gauge growth and attainment.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$11,916.56</p>	<p>needs of Aboriginal students at Inner Sydney 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"> • Community connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency. • employment of specialist additional staff (SLSO) to support Aboriginal students and provided targeted support. • staffing release to support development and implementation of Personalised Learning Plans in consultation with the regional Aboriginal team. • employment of additional staff to support literacy and numeracy programs and differentiated to meet the needs of diverse needs within Aboriginal students. <p>The allocation of this funding has resulted in the following impact: An increasing number of Aboriginal families engaging in the PLP process with community support from the Department Aboriginal Education Team (Arncliffe Office). Authentic conversations focusing on student strengths and goals to support learning. All PLP meetings were held with families, school and Aboriginal Education Team at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated Aboriginal students feel like their culture is valued at school. Aboriginal students are supported in their classrooms to meet their learning goals. After evaluation, the next steps to support our students will be to implement the 8 Ways of Learning into all KLA programs. Increase the number of activities in the community to learn and engage with Aboriginal Culture and community. To continue to build school and community connections to support and deliver differentiated and personalised support to Aboriginal students. To revisit the AIME Mentoring program with Sydney University. This contact was established, but did not take place due to COVID 19. To build community connections with Elders.</p> <p>After evaluation, the next steps to support our students will be: Continue to explore resources to support Aboriginal students including: Tribal Warrior, Redfern Community Resources. Recruit a SLSO who can specifically support Aboriginal students.</p>
<p>English language proficiency</p> <p>\$110,194.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Inner Sydney 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"> • Literacy and Numeracy <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 support delivery of targeted initiatives. • provision of additional EAL/D support in the classroom and as part of differentiation initiatives and sharing of expertise with staff. • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • additional staffing intensive support for students identified in beginning

<p>English language proficiency</p> <p>\$110,194.40</p>	<p>and emerging phase and work with the feeder Intensive English Centre.</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students and share this knowledge authentically with staff. • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in the following impact: There has been student progress for identified students, with 100% of EAL/D students achieving expected or above expected growth. EAL/D students are demonstrating confidence in language use, as noted in work samples and Check In assessments. An experienced EAL/D teacher has been recruited and skilled in testing EAL/D students and plotting growth against internal and external measures (NAPLAN and Check In assessments).</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning for all staff in 2023. Provision of targeted resources to support EAL/D students. A tool box of resources to be developed and shared for all staff during ongoing professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$103,187.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Inner Sydney 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"> • Literacy and Numeracy • Contemporary Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. • support for students as identified through their PLSP meetings. <p>The allocation of this funding has resulted in the following impact: All students with identified needs have a PLSP in place that is regularly reviewed with families. All Learning Support students are exceeding expectations as measured through Check In and NAPLAN data or are working towards their learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continued support with SLSOs and LaSTs working with classroom teachers to provide ongoing and targeted support to meet student goals in growth and attainment. Identified students in Year 10 2023 will be moving to Life Skills.</p>
<p>Professional learning</p> <p>\$45,806.07</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 Inner Sydney 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"> • Literacy and Numeracy • Contemporary Teaching Practices • Embedded and explicit wellbeing systems

<p>Professional learning</p> <p>\$45,806.07</p>	<ul style="list-style-type: none"> • Formative Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • opportunities for staff collaboration in contemporary teaching practices. • professional readings purchased for professional learning for all staff. • staff attendance at a number of external professional learning opportunities such as Positive Education, Student Led Inspired Conference (SLIC) preparation, Autism and contemporary learning practices. • whole school delivery and individual mentoring provided for teachers at all stages of their career. • development of leaders in school SIP groups with mentoring and provision of resources to deliver whole staff and faculty professional learning in priority areas to ensure student growth. • distributed model of professional learning in effective use of data to drive student outcomes with Executive Lead in this area (Head Teacher Mathematics and Head Teacher Teaching and Learning), followed by targeted executive (external). This was supplemented by whole executive delivery by Metropolitan South Leader and staff PL of application to variety of data sources, including NAPLAN. • time was given to expert teachers to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. This was shared with whole staff and a resource bank established. • Instructional Leaders provide staff support in Technology. • collaboration with Museum of Contemporary Art Educators and development of shared creative practice. • delivery of High Potential and Gifted Education attended by Principal and Head Teacher Teaching and Learning. • audit of practice conducted with team and future plans actioned. <p>The allocation of this funding has resulted in the following impact:</p> <p>SIP Teams delivering PL on a rotational basis have built capacity and strengthened leadership capacity across staff.</p> <p>Resource banks have been established, providing a variety of resources to assist whole staff delivery of initiatives, particularly in the targeted areas of literacy, numeracy, contemporary practice and the use of formative assessment to drive student growth.</p> <p>Through collaborative PL, teachers have developed a deeper understanding of learning in different KLAs and the transferable skills of each.</p> <p>Teachers have developed an understanding of data principles and terminology and have practically applied it to classes they are teaching to target areas for growth for both individuals and focus groups. They understand and can access DET tools provided on platforms such as NAPLAN to support these identified needs.</p> <p>Teachers have deep knowledge of formative practice and opportunities for growth are embedded in all faculties and are shared across KLAs.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to refine systems and expertise in formative practice as we scale up to Stage 6 and formalise summative assessment procedures.</p> <p>To continue to develop staff knowledge of formative assessment and the practical application of data as we onboard large numbers of staff each year as a new school.</p> <p>Developing further resources in Teams to share Professional Learning, particularly the establishment of a Literacy and Numeracy channel with strategies and resources differentiated for all students and systems of governance implemented to ensure this is authentically implemented.</p> <p>Expansion of the teacher Professional Library to further develop teacher understanding of best practice to ensure student growth.</p> <p>Continual reflection on the rigorous program of PL that is delivered weekly as a whole staff and in faculty groups to ensure it is meeting student need.</p> <p>Staff leader to be appointed with a particular focus on HPGE and the support of these students in the school. Further development of resources and staff PL in EAL/D and LBOTE students.</p>
<p>COVID ILSP</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</p>

\$18,880.00

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.
- releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups.
- providing targeted, explicit instruction for student groups in numeracy.
- employing staff on additional days to provide tuition to student groups in literacy with a focus on reading and comprehension.
- providing intensive small group tuition for identified students who require significant support.
- releasing teaching staff to support the administration of the program.
- releasing staff to participate in professional learning and complete the York Assessment Reading Comprehension (YARC) training for future use.

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

Students are improving in areas identified through Check In and NAPLAN. This is mapped through the learning progressions in PLAN2.

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

To administer the YARC in 2023 to identified students to continue to measure growth and attainment in literacy - specifically comprehension. Continue to support identified students in the classroom using a co-teaching model within specific KLAs.

Student information

Student enrolment profile

Students	Enrolments		
	2020	2021	2022
Boys	82	190	321
Girls	65	168	270

Student attendance profile

School				
Year	2019	2020	2021	2022
7		94.4	94.9	87.6
8			90.8	86.2
9				84.3
All Years		94.4	93.0	86.1
State DoE				
Year	2019	2020	2021	2022
7		92.1	89.7	85.5
8			86.7	82.1
9				80.5
All Years		92.1	88.2	82.7

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	27.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.68
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	923,544
Revenue	7,874,335
Appropriation	6,987,469
Sale of Goods and Services	167,964
Grants and contributions	708,898
Investment income	9,204
Other revenue	800
Expenses	-7,432,029
Employee related	-6,316,210
Operating expenses	-1,115,819
Surplus / deficit for the year	442,307
Closing Balance	1,365,850

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	576,985
Equity Total	243,597
Equity - Aboriginal	11,917
Equity - Socio-economic	18,299
Equity - Language	110,194
Equity - Disability	103,187
Base Total	5,688,064
Base - Per Capita	150,850
Base - Location	0
Base - Other	5,537,214
Other Total	305,862
Grand Total	6,814,508

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.

Parent/caregiver, student, teacher satisfaction

The school has continued to maintain open and responsive communication channels with parents/carers, as the school continues to grow. Online webinars, including a live question and answer section, continue to be an important way to communicate important information about key school priorities. Parents and Citizens meetings moved to a hybrid model - both online and face-to-face and were well attended by parents and carers.

The school received some very positive feedback from the community in 2022.

"Thank you for your email. We are very pleased to have our son under your care and thus far, he is immensely enjoying himself. The new portal looks very exciting and we are very much looking forward to the updates in this innovative approach to communication. We both hope to meet you in person one day. The Zooms have been very informative and superbly presented by your team but not the same as face to face. Hopefully this will change in the not too distant future. Again, thank you and we are very grateful for your outstanding attention to detail and care in educating our son." **Year 7 Parent**

"I wanted to take the opportunity to again extend my immense gratitude for the passion, skills and caring inclination of the teachers and support staff at In_SYD. My daughter comes home from school every day full of energy and eager to share what she has learnt, and while I know she isn't a typical teen - she also doesn't give false praise. I am so grateful for all of the opportunities she is offered in terms of dance, jazz, drama, string and vocal ensemble ... and writing club and leadership group. And having previously worked as a primary school teacher I am very aware of the dedication this takes from the staff involved - the above and beyond that is certainly rarely recognised. I notice the times she is encouraged to extend her work - even when she might be happy to stop where she is ... and I am aware of all of the support and encouragement she receives - particularly from individual teachers taking time to give her feedback - and how much it means to her. Also, as a teacher I know that none of this kind of culture exists without great leadership - and she certainly speaks very fondly of Robyn and the rest of the leadership team - I just felt compelled to take a moment to say how incredibly grateful I am for this exceptional school." **Year 8 parent**

"I am writing to let you know how impressed I am with your teachers. My son, is a good kid but not exactly the most academic. He recently received a good result on his yearly mathematics exam. Not only is it because of his teacher's great teaching, but also due to the fact that he is in regular contact with me regarding my son's performance and conduct (eg. reinforcing the need for me to keep my son on track). He goes above and beyond what is required. So I just want to thank you, and your teachers and team for the great work! My wife and I are very happy with Inner Sydney High." **Year 9 parent**

Student Feedback

Engagement with parents/carers was further extended with the release of Stage 5 electives and Mathematics pathways. The school-developed website continues to receive very positive feedback from both parents/carers and students.

As the school continues to grow, teachers have indicated a high level of satisfaction with the continual program of support and learning offered at the school. There is a distributed leadership model in place which has allowed teachers to lead professional learning sessions, initiate extracurricular activities and relieve in executive positions. As part of the SIP, teachers have been working collaboratively in teams and analysing data, putting strategies in place aligned with the school's strategic priorities. A high level of satisfaction has been particularly evident with the school's extensive collaboration process as it builds systems and processes. The school has put in place opportunities for staff to continually provide feedback concerning school initiatives. Information is gathered concerning understanding, teachers are also encouraged to suggest areas for further development and identify areas for further support and to build the level of confidence. It is also evident in the high number of teachers volunteering to be part of special interest teams and the voluntary provision of opportunities for students to be involved in extra-curricular activities.

Student's voice is highly valued at Inner Sydney High School. Levels of satisfaction with all elements of school life are regularly assessed through Feedback Friday, discussed and actioned where necessary. Students report a high level of satisfaction with this initiative and the opportunities to authentically be part of school life through the open leadership program run by the school. All those students wishing to be part of this program are able to become a leader. In 2023, the members of the Student Inspired Leadership Group were invited to submit a video application, demonstrating interest in becoming an Executive Leader. A high number of students were interested in this opportunity, and submitted an application video of approximately two minutes, outlining their suitability for this leadership opportunity. All of the successful applicants were awarded with a badge at I-DAY, which is Inner Sydney High School's annual presentation day. All Executive Leaders worked arduously in their respective portfolios by engaging in a variety of exciting and charitable initiatives.

In Term 1, the student leaders ran a Friendship Day for Year 7 students. The day was organised to support the students in developing new friendships within their Touch Down classes. The students ran a number of games and wellbeing activities and hosted a BBQ for lunch. Year 7 students thoroughly enjoyed the chance to get to know their peers and

meet some of the older students.

The 2022 **Arts Portfolio** had a very successful year, hosting the annual Photography Competition, with a very positive turnout of over 20 entries. Following the set theme of 'Culture', students were instructed to submit a maximum of two entries. This competition encouraged students to think about culture and what it means to them. The Arts portfolio also led the creation and design of the first IN_SYD Year Book. The Year Book was a fantastic overview of the range of activities that took place at IN_SYD throughout the year, including sporting carnivals, dance, drama and music ensembles and a range of extracurricular activities. Over 200 copies of the Year Book were sold and distributed to students. The production of the Year Book was an incredible achievement and captured the essence of life at IN_SYD. The Arts Portfolio also hosted a Pop Culture Dress Up Day where all students were invited to dress up as their favourite character from a show, movie or comic. On the day, the school was awash with bright colours from a range of popular shows and movies.

The **Sports Portfolio** created and ran chants during the Athletics Carnival. These chants were unique for each IN_SYD Team and our sports leaders would run the cheers for their house. Executive leaders organised students into teams for relays at the Athletics and Swimming Carnivals. The Sports Portfolio also held a number of competitions including a volleyball and soccer competition. Students were able to sign up in teams for each event and the matches were held during the breaks. The competitions were run in a round-robin style with the finals being watched by a number of students. Prior to the AFL and NRL grand final, the Sports Portfolio hosted a Footy Colours Day, students could wear the colours of their favourite sporting team with all money going to the Cancer Foundation charity. At the end of the year, the Sports Portfolio hosted a disco. The disco was attended by many students and allowed students the opportunity to build connections with each other.

The **Wellbeing Portfolio** led a wellbeing creative writing competition where students were invited to submit a piece of creative writing focusing on one of the character strengths. There was a variety of entries including poems, short stories and journal entries which all highlighted important character strengths. These were shown to the school at the assembly and the winners were awarded a book voucher.

The **Sustainability Portfolio** ran an awareness campaign to encourage students to recycle their waste. They designed a number of posters which were displayed throughout the school and spoke at year meetings and assemblies about the importance of recycling.

The **Social Justice Portfolio** hosted a number of important assemblies and Touch Down activities for events such as International Women's Day. Students learnt about the importance of International Women's Day in the fight for gender equality. They also held a bake sale for Pride and donated over \$1000 to the LGBTQIA+ youth organisation Minus18.

Inner Sydney High School now has an established assembly program led by each faculty, with a focus on student success in all aspects of school life. These assemblies are hosted by members of the Student Inspired Leadership Group. Our recognition assemblies celebrated the efforts of all our wonderful students and showed how we, as a school, demonstrate our values of respect, kindness, and excellence.

The Student Inspired Leadership Group initiated a gift drive for families and people in need of assistance and could not have the Christmas they deserved. Students and staff donated over 300 gifts which were given to the Wayside Chapel. This initiative is indicative of the ongoing kindness and respect demonstrated by the IN_SYD school community.

The Student Leaders participated in a number of leadership workshops aimed at building their collaboration and communication skills. The students were lucky to have local members of State Parliament Jenny Leong and Alex Greenwich attend the workshops and speak about the skills they need to be good leaders in the community.

Teacher Feedback

As the school continues to grow, teachers have indicated a high level of satisfaction with the continual program of support and learning offered at the school. There is a distributed leadership model in place which has allowed teachers to lead Professional Learning sessions, initiate extracurricular activities and relieve in executive positions. As part of the SIP, teachers have been working collaboratively in teams and analysing data, putting strategies in place aligned with the school's strategic priorities. A high level of satisfaction has been particularly evident with the school's extensive collaboration process as it builds systems and processes. The school has put in place opportunities for staff to continually provide feedback concerning school initiatives. Information is gathered concerning understanding, teachers are also encouraged to suggest areas for further development and identify areas for further support to develop their level of confidence. It is also evident in the high number of teachers volunteering to be part of special interest teams and the voluntary provision of opportunities for students to be involved in extra-curricular activities.

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.

Aboriginal Education - School statement

Inner Sydney High School is committed to valuing and acknowledging the cultural identity of our Aboriginal and Torres Strait Islander students. The school sits proudly on what was, is, and always will be Gadigal Land. The Aboriginal Student Team is led by Head Teacher Technology and Applied Studies and the Aboriginal Education Team. In 2022 twenty-one Aboriginal students attended Inner Sydney High School and students had the unique opportunity to create processes and structures that are unique to the setting, with all Aboriginal students encouraged to embrace their heritage. All students participated in Personalised Learning Pathway (PLP) meetings with the school and their families, with assistance from the regional Aboriginal Education and Wellbeing Team. PLP meetings identified the strengths and goals of our students.

Through the use of Check In data and NAPLAN data, students identified as needing support received in-class assistance from SLSOs and the LaST, when required, in order to ensure they continued to meet their goals and identified targets.

Aboriginal students were provided with unique leadership opportunities at fortnightly assemblies, NAIDOC Assembly, Recognition Assemblies, and the annual Presentation Day Assembly.

One student received the Deadly Kids award for excellent attendance, application and attitude to studies. Tutoring to improve learning was also available to any student, if needed, at the Wednesday afternoon Learning Hub.

Inner Sydney High School is also committed to raising awareness of Aboriginal culture and history among the school community, and celebrates national days of significance through Touchdown including: Apology Day, National Reconciliation Week and NAIDOC Week. Students led the planning of NAIDOC Week with one of the students' uncle talking at the NAIDOC assembly as our special guest. Speeches were made on assembly to raise awareness of these days and activities planned for students. During National Reconciliation Week, all students participated in activities during Touchdown to reflect on what Reconciliation means to them and why it is important.

At the end of 2022, the Aboriginal Education Team was expanded with fourteen teachers joining the team to support the future initiatives that will support Aboriginal and Torres Strait Islander students at Inner Sydney High School.

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.

Anti-Racism - School statement

Inner Sydney is committed to promoting an environment which is free of racism. The school has an Anti-Racism Officer who works to advocate for cultural diversity while also raising awareness through education. Students are also counselled to develop inclusive and supportive connections. The guiding principles of kindness, excellence and respect underpin wellbeing programs which reinforces fairness and equity for all students and staff. Through Touchdown

sessions, students explore current social issues such as racism and are taught the positive relationship skills focussing on PERMAH (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health) to actively make appropriate choices and reinforce the importance of treating others with respect.

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.