

2023 Annual Report

Bega High School



8165

Introduction

The Annual Report for 2023 is provided to the community of Bega 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

Bega High School

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School vision

Bega High School is committed to providing excellence in education which prepares students to positively contribute to society.

We value improvement and growth through:

- Responsibility and high expectations for learning, behaviour and the environment in which we learn.
- Respect and pride for ourselves, each other and the environment.
- Effort and collaboration through positivity, resourcefulness and the continuous pursuit of improvement.

School context

Established in 1952 in the heart of Bega's commercial and residential precinct, Bega High School is a comprehensive rural high school that draws students from all parts of the Bega Valley Shire. The closest government secondary school is 50 kilometres away and the school's geographical drawing area ranges from Tathra (15 kilometres to the east), Cobargo (40 kilometres to the north), through to Wolumla (20 kilometres to the south) and Bemboka (40 kilometres to the west). The current enrolment is 745 students, including 10% Aboriginal students. A Special Education faculty comprises multi-categorical, emotional disturbance, mild intellectual disability and severe intellectual disability classes. The wide-ranging curriculum includes school-based and TAFE-based vocational education, and students follow various learning pathways exemplified by the range of school-based traineeships and apprenticeships for Stage 5 and 6. The school's most recent situational analysis identified three key areas for improvement. Our approach involves the evaluation of explicit teaching, student support, professional learning and consistent improvement to ensure students are at the centre of our activities. These drive our strategic directions of **Student growth and attainment**, a **Learning culture of high expectations** and **Educational leadership**.

The school will continue to implement "Curiosity and Powerful Learning" and "What Works Best" from within our learning community to empower staff to evaluate teaching and learning, improve teacher performance and collaboration and foster professional dialogue. Data is at the centre to our school analysis, informing ongoing evaluation of student growth to triangulate performance and inform individualised learning.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

Students, staff and school will improve every year to always achieve expected growth or higher. This will enable students to pursue their preferred post-school destinations and professional pathways.

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.

- Highly Performing Students
- Highly Connected Students

Resources allocated to this strategic direction

Professional learning
Socio-economic background
New Arrivals Program
English language proficiency
Beginning teacher support

Summary of progress

Specialist staff completed professional learning in implementing new curriculum and syllabuses at the Mathematics Teachers' Association and English Teachers' Association. Professional learning was further developed locally for Mathematics and English staff including lesson observations, collaborative teaching and feedback forums through the guidance of the literacy and numeracy specialists.

Evidence exists from Term 2 External Validation within each faculty of the implementation of Reading Improvement and comprehension programs. This whole school approach has been instrumental in improving the check-In Assessment results.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving within the HSC top 2 bands by 5.2%	Bega High School students achieved 17 Band 6 results in Biology, Earth and Environmental Science, Engineering Studies, English Advanced, Industrial Technology Timber, Mathematics, Society and Culture and Visual Arts. 32 Band 5 results.
Stage 6 students engaging with appropriate support and staff.	The SCLW and Connect Teacher has provided stage 6 students with a foundation of support and one on one mentoring with appropriate staff. have enabled stage 6 students to liaise and find support within the school for academic and well-being.
95% of Aboriginal students attain the HSC Minimum Standard by the end of Year 10.	All eligible students have completed the Minimum Standards.
Increase the percentage of Aboriginal students attaining the HSC by 12.8%.	In 2023 100% of Indigenous students completed the HSC.
Improve the percentage of students demonstrating positive well-being by 5.4%.	Students indicated an increase of 2% from 2022 identified from the Tell Them From Me Survey a Positive sense of Belonging.
An increase of 5% in the average score of Year 8 students in the Check In Assessment Reading test.	Year 7 Term 4 2022 49.1% Year 8 Term 4 2023 55.1%

An increase of 5% in the average score of Year 8 students in the Check In Assessment Reading test.	An improvement of 6% points
An increase of 5% in the average score of Year 8 students in the Check In Assessment Numeracy test.	Year 7 Term 4 2022 48.3% Year 8 Term 4 2023 54.1% An improvement of 5.8% points

Strategic Direction 2: Learning culture of high expectations

Purpose

Students are at the centre of what we do. We will achieve a collective approach to consistency in teaching practice leading to a positive learning culture with high expectations.

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.

- High Expectations, High Performance, Quality Outcomes
- Positive Learning Culture
- Attendance

Resources allocated to this strategic direction

Professional learning

Socio-economic background

Aboriginal background

Location

Low level adjustment for disability

Student Support Officer

Summary of progress

The school utilises the services of staff to conduct regular check-in phone calls when students have more than 2 days absent per fortnight. As well as the Home School Liaison Officer and formal letter communication to try to improve overall student attendance. However, there appears to be a number of students applying for "Home Schooling" registration.

The school Year Advisors, in consultation with the Learning and Support Team, conducted rigorous data analysis to identify students requiring extra support. Individual Education Plans have been developed and communicated with all staff to ensure and track student growth.

The school has found it difficult to cover lessons for staff attending Professional Learning due to increased staff sickness and the lack of casual teachers.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school 90% of the time or more by 7.8%.	SCOUT Data attendance levels for Year 12 students: 2023: 26.2% attending >90% of the time this indicates an improvement from 2022 of 4% points for year 12. However, there has been an overall decline in students attending >90%.
Staff utilising professional learning and support services	Staff have completed professional learning, including: <ul style="list-style-type: none">• Positive Wellbeing Action Conference• Subject Association Conferences• Principal and Deputy Principal Conferences
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 5.4%.	55% of students indicate a positive sense of wellbeing 45% of students participate in school sports 66% of students report positive relationships

Strategic Direction 3: Educational leadership

Purpose

Dynamic instructional leadership informs a whole school approach that meets the needs of the whole school community. This will build a continual cycle of learning, in an environment of high quality individualised support.

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.

- Educational Leadership
- Evidence based teaching and learning

Resources allocated to this strategic direction

Socio-economic background

Integration funding support

Per capita

Summary of progress

The school's Leadership Team provided professional learning in data collection, data analysis, interpretation of data, evidence collection and analysis, and reporting on evidence to meet outcomes. This involved rigorous dissection of teaching and learning programs, scope and sequences and student work samples contributing to the External Validation submission and informing the next steps and directions for the school in the future.

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
Improve the school's self-assessment level in the element of Educational leadership to sustaining and growing against the School Excellence Framework.	External Validation measured Educational Leadership at Excelling
<ul style="list-style-type: none">• Leaders identify gaps in teaching and plan professional learning accordingly• During scheduled meeting times staff have documentation of collection data and evidence to improve teaching and learning experiences	Staff meetings during 2023 focused on the collection and analysis of data and evidence to improve teaching and learning and were included in the External Validation submission.
Evidence of data analysis to inform teaching and learning directions, evident in teaching and learning programs	External Validation demonstrated evidence that all faculties analysed student learning data to inform and plan for teaching and learning.
Improve staff collaboration to 8.0 (TTFM)	Data was unavailable; however, staff worked in cross-faculty teams at all staff meetings to identify, collect and analyse data. Staff incorporated data to plan for and improve lessons.
Curiosity and Powerful Learning High Expectations audit measure the school at yes in all questions.	The assessment of Curiosity and Powerful Learning answered yes.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$15,900.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bega 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"> • Highly Performing Students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Differentiation for assessment tasks for student</p> <p>After evaluation, the next steps to support our students will be: Support students within the mainstream classroom</p>
<p>Integration funding support</p> <p>\$377,981.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bega 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"> • Evidence based teaching and learning <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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All eligible students demonstrating progress towards their personalised learning goals. - Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. - All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs. - To provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students.
<p>Socio-economic background</p> <p>\$266,868.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bega 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"> • Highly Performing Students • High Expectations, High Performance, Quality Outcomes

<p>Socio-economic background</p> <p>\$266,868.34</p>	<ul style="list-style-type: none"> • Educational Leadership • Highly Connected Students <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 [program] to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. - The school heavily invested in data and the evaluation of data to support students and their learning. - Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. - Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. - Literacy and numeracy programs and resources, to support teaching, learning and assessment. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving school improvement measures. - To continue successful reading, writing and mathematics interventions for individuals and groups of students. - Continued employment of additional teachers for wellbeing, literacy and numeracy intervention. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
<p>Aboriginal background</p> <p>\$74,294.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bega 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"> • Positive Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact:</p> <p>Employment of additional staff to deliver personalised support for Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>develop stronger connections with the local Aboriginal Education Consultative Group.</p>
<p>English language proficiency</p> <p>\$5,057.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bega 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"> • Highly Performing Students <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$5,057.29</p>	<p>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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased teacher capacity to cater for EAL/D students in mainstream classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Personalised and targeted professional development in the form of mentoring, co-teaching and co-planning.
<p>Low level adjustment for disability</p> <p>\$388,764.55</p>	<p>Low level adjustment for disability equity loading provides support for students at Bega 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"> • Positive Learning Culture <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school achieved a more consistent approach to student learning support and interventions. - An increased number of learning support referrals and subsequent collaborative learning support activities. - The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).
<p>Location</p> <p>\$120,294.23</p>	<p>The location funding allocation is provided to Bega 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"> • Positive Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Stage 6 academic and wellbeing student support • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <p>Students have demonstrated positive wellbeing, access to technology, access to one on one tutoring and improved HSC results,</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue support of stage 6 students through SCLW</p>
<p>Professional learning</p> <p>\$100,123.01</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 Bega High</p>

<p>Professional learning</p> <p>\$100,123.01</p>	<p>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"> • Highly Performing Students • High Expectations, High Performance, Quality Outcomes • Highly Connected Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff professional learning and capacity building, initiated and developed within the Mathematics Faculty <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. - Increased capacity of all teachers to embed effective practices in the explicit teaching of problem solving and mental computation. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Personalised and targeted professional learning in the form of mentoring and co-teaching.
<p>COVID ILSP</p> <p>\$97,053.96</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 2023.</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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The majority of the students in the program achieving significant progress towards their personal learning goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bega 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"> • Positive Learning Culture <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Targeted support of students within mainstream classes <p>The allocation of this funding has resulted in the following impact: Students have greater awareness of responses and complete set tasks and further regulate behaviour</p> <p>After evaluation, the next steps to support our students will be: Develop SLSO professional learning to build staff capacity</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	309	301	320	363
Girls	339	356	356	363

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.8	86.3	79.8	84.1
8	88.6	83.0	74.5	81.1
9	84.9	82.7	75.6	76.4
10	84.9	77.7	76.4	80.3
11	86.0	78.2	74.7	81.9
12	88.0	83.6	80.0	83.1
All Years	87.2	82.2	76.7	81.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	12	3
Employment	1	10	50
TAFE entry	2	2	4
University Entry	0	0	44
Other	3	2	2
Unknown	1	1	1

Year 12 students undertaking vocational or trade training

29.41% of Year 12 students at Bega High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

93.2% of all Year 12 students at Bega High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	9
Classroom Teacher(s)	51.2
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	21.68
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,484,451.38
Revenue	13,155,850.91
Appropriation	12,929,177.96
Sale of Goods and Services	3,759.81
Grants and contributions	186,085.72
Investment income	30,872.04
Other revenue	5,955.38
Expenses	-13,585,704.18
Employee related	-11,352,999.35
Operating expenses	-2,232,704.83
Surplus / deficit for the year	-429,853.27
Closing Balance	1,054,598.11

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.

	2023 SBAR Adjustments (\$)
Targeted Total	337,893
Equity Total	734,985
Equity - Aboriginal	74,295
Equity - Socio-economic	266,868
Equity - Language	5,057
Equity - Disability	388,765
Base Total	10,728,419
Base - Per Capita	191,380
Base - Location	120,294
Base - Other	10,416,745
Other Total	674,974
Grand Total	12,476,270

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

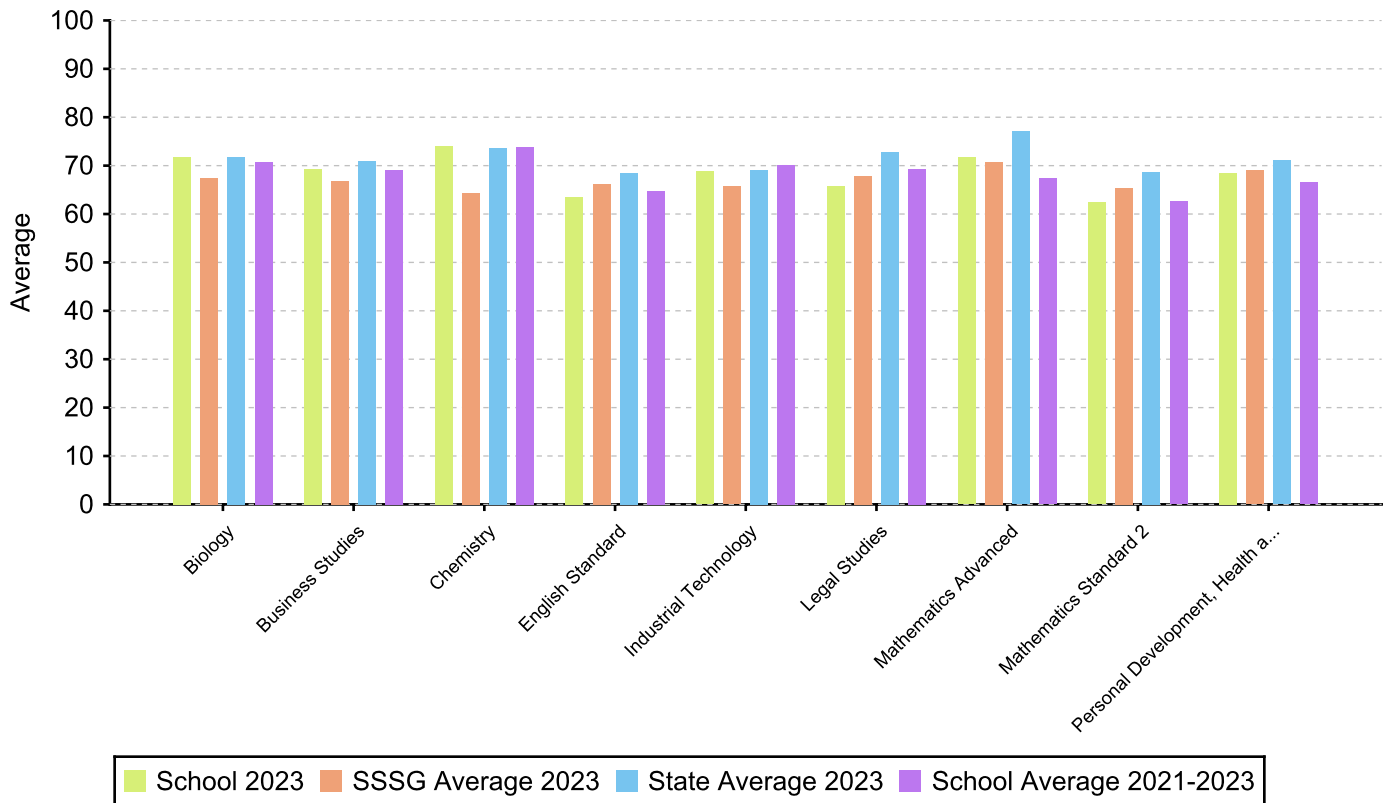
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Biology	71.8	67.4	71.8	70.8
Business Studies	69.3	66.8	70.9	69.0
Chemistry	74.1	64.3	73.7	73.8
English Standard	63.5	66.2	68.5	64.8
Industrial Technology	68.8	65.7	69.1	70.2
Legal Studies	65.8	67.8	72.9	69.2
Mathematics Advanced	71.7	70.8	77.0	67.3
Mathematics Standard 2	62.4	65.4	68.7	62.6
Personal Development, Health and Physical Education	68.4	69.0	71.0	66.5

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey has indicated that students' positive behavior at school is above the state average by 2%. Students are achieving 6% above the state average in Science. Students report above the state average in "positive relationships with teachers".

Staff have indicated a supportive, collaborative environment for teaching and learning.

Parents surveyed in 2023 indicated that 72% were satisfied with school communication. 81% of parents indicated that staff develop strong connections with home. 63% of parents indicated that the school communicates satisfactorily about student achievement.

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.