

2023 Annual Report

Yass High School



8334

Introduction

The Annual Report for 2023 is provided to the community of Yass High School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Yass High School we are committed to educating our young people to achieve personalised success pathways within an environment of inclusion. Every student is known as a learner, valued as a person and cared for to be a happy, contributing member of the school and wider community. Every student and every teacher is challenged to extend their knowledge and skills each year within a culture of high expectations.

An unrelenting focus on academic excellence will drive our belief in each student's ability to place learning at the core of their life both at and beyond school to become successful and healthy citizens.

School context

Yass High School is situated 50 km from the ACT in one of the fastest growing rural areas in NSW, leading to greater diversity in our community. There have been significant upgrades and infrastructure projects including a Trade Skills Centre, state of the art STEM building and a multi-purpose Hall. The current total enrolment is approximately 525, with significant growth in Year 7-10 and Support classes. A Pathways Class was established in 2021 to offer an alternative educational program for Stage 5 students who identify employment or a trade as a post-school goal. The percentage of enrolled students who identify as ATSI is increasing (currently 9%), with improving retention into and successful completion of Year 12. There are a small number of EAL/D students (less than 1%) and this is also increasing as new families move into the area.

Preparing our diverse range of students through the provision of a broad curriculum with pathways towards higher education and skill-based employment careers is an expectation of our community. They value the strong partnerships between the school and local business groups to promote community engagement, civic pride and personal values.

The rural setting of the school gives a significant focus on Agriculture and Primary Industries. Students participate in a range of sports at local, regional and state competitions. Creative and Performing Arts, Gifted and Talented programs and VET (Vocational and Educational) courses provide opportunities for students to achieve personalised goals. Our community partners support students to develop civic values and positive community behaviours.

Our significant school improvement focus is on Student Growth and Attainment, High Expectations Culture and Educational Leadership. The strategic improvement plan will be supported by a range of equity funding, including Aboriginal background, socio-economic background and low-level adjustment for disability.

Yass High School celebrates diversity in our learners and our focus on equal opportunities is an important aspect of our overall commitment to being a fully inclusive school.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To deliver outstanding leadership, teaching and learning so that every student achieves ambitious learning goals every year.

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.

- Effective Classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

Integration funding support
English language proficiency
Low level adjustment for disability
Beginning teacher support
Per capita

Summary of progress

Reading Strategy

There has been continued PL in the explicit teaching of vocabulary and strategies to develop staff's understanding of vocabulary pedagogy. Data analysis was undertaken to target student learning needs. Literacy across all areas of the school has developed with significant impact of success demonstrated in VALID 10 extended response results. HSC analysis has been backward mapped to refine curriculum delivery to improve long answer response HSC questions across all exam papers.

Numeracy Strategy

Staff participated in the Secondary Numeracy professional learning have developed a targeted implementation program. Data analysis was undertaken to target student learning needs. All staff have engaged in professional learning around data literacy and different data representation. Throughout Semester two staff have worked in partnership with our community of schools to build capacity and understanding of the effective numeracy strategies used in teaching primary school students. Staff have worked in collaboration to share resources and strategies when teaching students who are below stage 3 level in mathematics.

Data Skills and Use

Staff have been provided with professional learning in data analysis. to inform teaching practice across a variety of contexts across the school. There is increased staff confidence in data skills and use. Both Formative and Summative data is regularly discussed at Faculty and Staff meetings to maintain the urgency of data-informed practice in the classroom. Attendance data is regularly shared with the school community to enhance the partnership between home and school. Attendance data is also shared with students and this has had a positive impact on attendance rates and student engagement.

In 2024 the school will focus on further embedding the literacy program. that targets students' individual learning needs. We will continue to strengthen the numeracy partnership with our community of schools. The mathematics faculty will engage in targeted professional learning to support our numeracy approach.

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 Year 12 students achieving in the top three	There is a significant (9%) upward trend in the percentage of students achieving in the top 3 HSC bands. This has been achieved through our

bands in the HSC to maintain beyond the lower bound system negotiated target.	targeted focus on effective classroom practice. Particularly explicit teaching in reading and extended responses.
Increase the percentage of students achieving expected growth in reading as evidenced by school-based assessment data.	Staff meetings have included reading strategies that teachers can embed into their class programs and Head Teacher English worked individually with teachers to support capacity building. Students in year 9 have seen an increase in mean reading scores when compared to year 8 results.
Increase the percentage of students achieving expected growth in numeracy as evidenced by school-based assessment data.	Through the schools numeracy program there has been a positive shift in the mean scores of student check in results in both year 8 and 9 when compared to results from the previous year.

Strategic Direction 2: High expectations culture

Purpose

To build a culture within the whole school community of high expectations of learning progress and achievement for all students, through strengthening student wellbeing and development so that every student learns, grows and belongs.

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.

- Learning Culture
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Student Support Officer

Low level adjustment for disability

Summary of progress

Learning Culture

The school has focused on improving the learning environment for staff and students including creating a new outdoor learning space. There has been a focus on Positive Behaviour for Learning (PBL) in the classrooms focusing on the school values. A High Performing and Gifted Education (HPGE) program was run in semester 2. The focus on these areas has had a positive impact on the culture of the school. The HPGE student team presented their project at the CSIRO STEM showcase event receiving positive feedback from local council, industry and CSIRO staff. The project has had a positive impact on the students and community perception that the school has high expectations for all students.

Wellbeing

The school implemented the Resilience In Our Teens (RIOT) program during semester 1 to build staff capacity to support to manage challenging learning and social situations. The school focused on improving student attendance with a 4.8% increase of students attending 90% of the time, with further positive shift for all students. The school has held a variety of parent information sessions which has been well supported by the community, with numbers of participants increasing over time.

In 2024 the school will continue to focus on supporting staff to build consistent classroom expectations. There will be a focus on the identification and planning for meeting the needs of HPGE students. The focus on attendance will be maintained along with the focus on improving students, parents and the wider communities connection to the school.

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 in the top 3 Bands HSC to at least 48.9% (lower bound system negotiated target).	There has been an upward shift in percentage of students achieving in the top 3 HSC bands from 29.3% in 2022 to 38.3% in 2023.
Increase the percentage of students with positive wellbeing to at least 60.0% (lower bound system negotiated target).	There has been a positive shift in student attendance rates to school throughout 2023. This re-engagement has increased student wellbeing outcomes. Data analysis shows students generally feel connected to the school and the majority are able to identify at least 1 a staff member who they are connected with and feel would advocate for them.
Increase the percentage of students attending 90% of the time to at least	The number of students attending greater than 90% or more of the time is 24.4% indicating progress towards the lower bound target with a positive

68.4% (lower bound system negotiated target).

shift of 4.8 when compared to the previous year.

Strategic Direction 3: Educational leadership

Purpose

To embed a focus on instructional leadership to sustain a culture of effective, evidence-informed teaching so that every student makes measurable learning progress across all transition points and gaps in student achievement decrease.

Initiatives

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

- Collaborative practice
- Middle Years Strategy
- Management Practices and Processes

Resources allocated to this strategic direction

Location

Professional learning

Per capita

Summary of progress

Collaborative Practice

Yass High School staff participated in the Quality Teaching professional learning opportunity delivered by Newcastle University. Staff utilised the quality teaching model to evaluate current teaching programs, build collaborative connections across the network and improve teaching programs. Staff have in worked Professional Learning Communities to review new syllabus requirements and establish working parties to backward map and develop teaching documents ready for future implementation.

Middle Years Strategy

Working with the Binit Binit learning community Yass High School Learning and Support coordinator attended all primary schools to support student transition. The Maths and Science staff collaborated with Yass Public School stage 2 and 3 teachers to observe lessons in numeracy and support professional growth.

Management Practices and Processes

Various initiatives were run to support the schools ability to implement strategic change including the ongoing business manager position and increasing classroom support for teaching staff.

In 2024 staff will continue to develop teaching and learning documents and programs for the new syllabus implementation. The school will continue to reinforce the positive shift in transition support for primary students to high school. The school will expand on the successful collaborative practices between the high school and our community of schools.

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 will move from developing practice to accomplished practice in the key practices for instructional collaboration .	There has been a positive shift in the schools progress towards the accomplished practice goals in instructional collaboration.
High impact professional learning will move from elementary to emerging descriptors and deliver embedded, ongoing school improvement in	The school strategic improvement plan has been reviewed and amended to ensure identified student learning needs inform the focus for targeted professional learning.

teaching practice and student results aligned to the SIP.	
Increase the percentage of staff engaged in Quality Teaching Rounds to least 40%, enhancing modelling and sharing of evidence-based strategies, promoting student engagement and optimising learning progress for all students.	Staffing shortages have impacted the ability to release staff to participate in Quality Teaching Rounds, however, strategic resourcing has enabled professional learning teams to engage in collaborative practice focused on evidence informed teaching and learning that has led to enhanced student engagement and therefore improved student learning progress.
The school will move from Level 3 to level 4 in the Middle Years Transition Matrix key practices.	The Binit Binit learning community has established priority area teams that will progress our outcomes in relation to transition and best practice in middle years education.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$103,178.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yass 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"> • Effective Classroom Practice • Data Skills and Use <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: 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.</p>
<p>Socio-economic background</p> <p>\$140,994.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yass 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"> • Learn, Grow and Belong • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services • 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: Additional release time for professional learning to support identified students with learning and support needs. Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.</p>
<p>Aboriginal background</p> <p>\$60,495.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yass 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"> • Learn, Grow and Belong • Wellbeing

<p>Aboriginal background</p> <p>\$60,495.28</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture.</p> <p>After evaluation, the next steps to support our students will be: Enhanced partnerships between the school and families, with events for the families and students, building relationships across the community and sharing culture and school successes.</p>
<p>English language proficiency</p> <p>\$7,474.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yass 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"> • Effective Classroom Practice • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: Increased teacher capacity to cater for EAL/D students in mainstream classrooms.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning to identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$328,904.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Yass 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"> • Effective Classroom Practice • Data Skills and Use • Learn, Grow and Belong • Wellbeing <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 • targeted students are provided with evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Student centred, explicit and personalised learning is visible across the whole school.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the</p>

<p>Low level adjustment for disability</p> <p>\$328,904.22</p>	<p>employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Location</p> <p>\$30,396.42</p>	<p>The location funding allocation is provided to Yass 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"> • Educational Leadership • Middle Years Strategy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$71,463.41</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 Yass 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"> • Educational Leadership • Middle Years Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • unpacking evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Increased opportunities for staff to engage in professional discussions, observations and professional dialogue.</p> <p>After evaluation, the next steps to support our students will be: Increased personalised and targeted professional learning in reading and numeracy strategies.</p>
<p>COVID ILSP</p> <p>\$115,420.30</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 educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p>

<p>COVID ILSP</p> <p>\$115,420.30</p>	<p>After evaluation, the next steps to support our students will be: Small-group tuition to continue in the foundational skills of reading and numeracy.</p>
<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 Yass 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"> • Learn, Grow and Belong • Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. <p>The allocation of this funding has resulted in the following impact: Running of a daily breakfast club, regular lunch time club activities, support for students to access external providers and a regular point of contact for student mental health concerns.</p> <p>After evaluation, the next steps to support our students will be: To maintain the current programs and expand the provided support at transition points to and from High School.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	257	268	264	274
Girls	273	244	235	226

Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.1	88.2	85.5	85.6
8	90.4	85.4	81.1	84.4
9	91.4	83.1	79.4	81.7
10	87.8	81.6	76.3	80.2
11	89.0	80.7	73.3	64.6
12	88.5	78.6	80.7	79.4
All Years	90.1	83.4	79.6	80.4
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	3.5	0	5.5
Employment	18	24.5	49
TAFE entry	3.5	0	13
University Entry	0	0	33
Other	2	0	3.5
Unknown	3.5	0	5.5

Year 12 students undertaking vocational or trade training

51.81% of Year 12 students at Yass High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

98.2% of all Year 12 students at Yass 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	34.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.68
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	796,034.14
Revenue	9,118,154.85
Appropriation	8,882,216.65
Sale of Goods and Services	18,647.28
Grants and contributions	190,112.54
Investment income	24,093.46
Other revenue	3,084.92
Expenses	-8,762,649.34
Employee related	-7,747,157.91
Operating expenses	-1,015,491.43
Surplus / deficit for the year	355,505.51
Closing Balance	1,151,539.65

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	107,567
Equity Total	537,869
Equity - Aboriginal	60,495
Equity - Socio-economic	140,995
Equity - Language	7,475
Equity - Disability	328,904
Base Total	7,344,778
Base - Per Capita	134,492
Base - Location	30,396
Base - Other	7,179,890
Other Total	549,171
Grand Total	8,539,385

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.

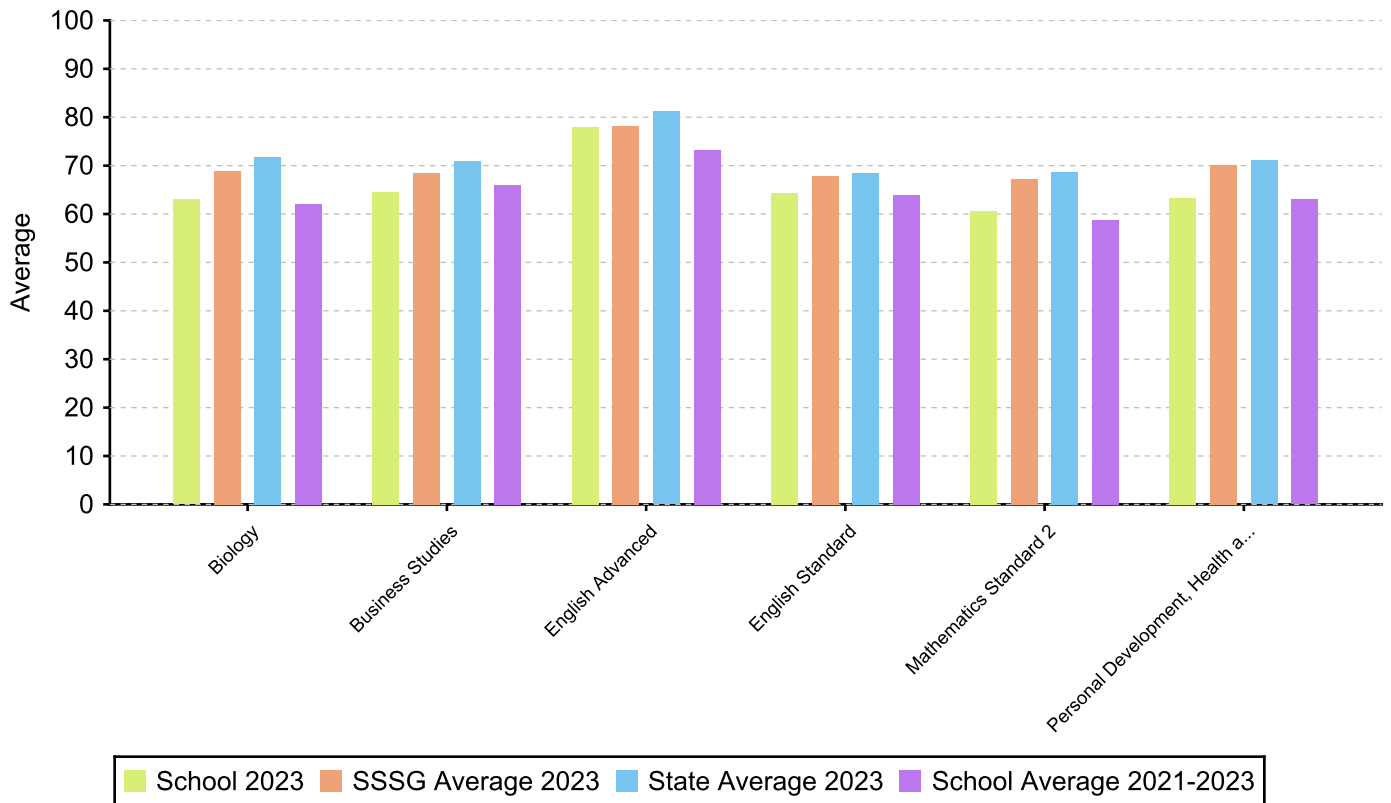
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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	63.0	68.9	71.8	62.0
Business Studies	64.6	68.5	70.9	66.0
English Advanced	78.0	78.3	81.2	73.3
English Standard	64.4	67.9	68.5	63.9
Mathematics Standard 2	60.6	67.2	68.7	58.7
Personal Development, Health and Physical Education	63.3	70.2	71.0	63.0

Parent/caregiver, student, teacher satisfaction

During 2023 the school has provided multiple opportunities for parents to provide feedback regarding school satisfaction and its operations. These have included parent workshops, student course information evenings, meetings with Executive staff and regular P&C meetings. Parents have generally provided positive feedback and a been supportive of the school directions.

Staff satisfaction regarding communication has continued to improve with the refinement of our teams channels, continuation of our online daily muster meetings. Staff satisfaction has also improved relating to management of student behaviour with our focus on a new behaviour management strategy.

Student's have been provided opportunities throughout the year to provide feedback on school directions and priorities. They have indicated that the school needs to maintain our continually focus on improving classroom behaviour as it is minimalising disruptions and supporting their learning.

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.