

# 2023 Annual Report

## Inner Sydney High School



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# Introduction

The Annual Report for 2023 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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Inner Sydney High School

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9578 2020

## 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 students in 2020 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, Year 9 and Year 10 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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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

### Purpose

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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

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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

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

### Summary of progress

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#### Literacy and Numeracy

Staff were surveyed on areas for professional development in Literacy and Numeracy at the start of Term 1 and a program was developed for implementation of High Impact Professional Learning in response. Focus areas included Learning Progressions, collaborative analysis of data sources both within and across Key Learning Areas (KLA), and the process of developing consistent evidence-informed practices across the school at point of need with student learning. A staff resource channel in Teams Essentials was established as a resource for teachers in implementing various strategies and for cross faculty sharing. Feedback was positive as teachers expanded their knowledge and efficacy in implementation.

The analysis of data from both internal and external sources, including NAPLAN, Check In and class assessments indicated that the particular focus areas for student growth were vocabulary and inference (in Literacy) and Measurement and Geography (in Numeracy). Consequently, evidence based teaching strategies, addressing these areas, was delivered to all staff. This included specific focus on effective differentiation for students with diverse needs. Teachers consequently worked in faculty and cross-faculty Professional Learning Communities developing resources and practices to target student requirements for growth. Staff subsequently reported increased confidence in using student data to plan and embed quality teaching practices and how to meaningfully adapt teaching programs.

Both Head Teacher Teaching and Learning and Head Teacher Mathematics completed the Leading Secondary Numeracy Course, developing skills in the meaningful application of a broad range of strategies to lead staff in ensuring growth. One element of this was the use of the Reading and Numeracy data package to gain further insight into areas for remediation in both numeracy and reading. Following this training the process began of studying the data more closely. This has allowed the lead team to deepen their understanding for developing responsive teaching programs.

Targeted revision was delivered in Numeracy and Literacy to all students. This was aimed at reinforcing embedded delivery across all Key Learning Areas (KLA's) throughout the year and in response to data identified need from NAPLAN (Year 7 and 9), Check In assessment at the start of the year (Year 8), EAL/D testing, internal assessments (both formative and summative), teacher observations and faculty reviews.

In self assessment, communication with parents/carers as partners in learning was identified as an area for further development. This has been strengthened in 2023 through regular communication in the school's newsletter with information shared on how they might support the development of literacy and numeracy at home.

The school has developed its partnership with the University of Technology, Sydney (UTS) with Head Teacher Teaching and Learning and Head Teacher Mathematics working together in the development of a Literacy and Numeracy subject for teacher training. This has involved Professional Experience placements at the school focusing on literacy and numeracy outcomes as well as co-designed courses and sharing of resources between the two institutions. Class observations and resource development indicates this has led to increased skills and a broadening of strategies.

Overall, the school has made significant progress in literacy and numeracy through the employment of a wide range of

diverse activities. This is demonstrated through student learning outcomes which have been tracked through the collection and analysis of assessment data. These have shown significant improvement and growth across all years with the school now tracking above Statistically Similar Schools Group (SSSG).

### Next steps

In 2024, we will continue to upskill our staff in evidence based practice through the further delivery of both general resources and those specific to KLA's. They will also work in teams collaboratively developing resources and sharing in communities of practice.

Teachers in surveys have identified time to be an issue, therefore in 2024 we will develop a team of specialists in areas as we move to offering differentiated High Impact Professional Learning, based on interest and expertise and a data team, focused on increasing accessibility to meaningful data sets for teachers. This will be shared with staff and studied to ensure teaching is responsive to student needs.

Literacy and Numeracy will run as a bespoke course at UTS in 2024 and we will continue to develop best practice initiatives together. This includes a resource website being developed for literacy, delivered by the University, with collaboration and feedback from the school.

### Formative Assessment

Staff were surveyed on the range of formative assessments being used to inform teaching and adapt practice. Results confirmed these were diverse across Key Learning Areas. Additionally, the collaboration and sharing of strategies was reinforced as vital in improving whole-school practice and will continue in 2024. Focus was also given to reviewing the Student Led Inspired Conferences with the process and product being refined in response to feedback from all stakeholders. A team subsequently worked on simplifying the process of goal setting and the presentation of e-portfolios, with training conferences delivered to all year groups. Data demonstrated increased metacognition and ownership of the learning process from students as well as a deeper understanding of strategies to ensure growth.

### Next steps

This model of Student Led Inspired Conferences will continue in 2024. Following evaluation, this part of the plan will now be moved to being part of Contemporary Practice, with staff participating in Professional Learning Communities focused on developing further skills in best practice Formative Assessment in 2024.

## Progress towards achieving improvement measures

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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
Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	Teachers routinely use evidence of learning to inform teaching. This is evidenced by teaching programs, feedback processes and teacher observation.
An increase in Check-In Assessment mean scaled score for reading across stage outcomes.	The Check-In Assessment mean scale score indicates the percentage of students achieving growth in Year 9 reading has increased by 4.5% and Year 7 by 1%
An increase in Check-In assessment mean scaled score for numeracy across stage outcomes.	The Check-In Assessment mean scale score indicates the percentage of students achieving growth in Year 9 numeracy has increased by 5.6% and Year 7 has remained the same.

## Strategic Direction 2: Innovation and inspired teaching and learning

### Purpose

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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

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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

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### Summary of progress

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#### Contemporary Teaching Practices

Focus has been on the continued development of all staff with the delivery of High Impact Professional Learning to develop capacity to differentiate contemporary teaching and learning practice. Staff feedback, study of assessment and observations led to the identification of targeted areas which have included literacy, numeracy and evidence based practice for High Potential and Gifted Education (HPGE), trauma, additional learning needs and English as an additional language or dialect (EAL/D) across KLA's. This included revising the principles of Universal Design For Learning and collaborating in a review of sample assessment tasks. This was delivered at whole school sessions and reinforced through faculty and cross faculty discussions and review. Programs, lesson plans and observations demonstrate that contemporary and evidence informed practices such as promotion of student voice and metacognition, development of critical and creative thinking skills and meaningful use of technology rich spaces are embedded across all faculties.

Staff continue to develop their capacity to purposefully deliver co-teaching experiences to students with surveys, discussions and observations demonstrating growth in levels of confidence. With a diverse and growing school staff, this is a continued area of development for teachers. The English faculty have integrated HPGE classes and a co-teaching model for these classes with great impact in Stage 5. Pursue Your Passion (PYP) continues to grow in its delivery of highly engaging, project based critical and creative learning programs based on teacher and student interest.

As a new school, the onboarding and upskilling of many new staff each year has required specific measures to be implemented to ensure sustainability of practice. The school has a high performing, reflective staff with lesson plans, programs and collegial discussions demonstrating all staff have an understanding of evidence based innovative and responsive practice. However, staff are at different levels of confidence and a differentiated program of professional learning was begun in Term 3 as Early Career Teachers attended targeted sessions whilst more senior staff worked in SIP groups. Furthermore, staff supported each other in developing competency and confidence through the school's strong practice of collaboration and sharing of resources, both within and across KLA's.

#### Next steps

Staff will continue to develop skills in co-teaching and transdisciplinary projects such as PYP.

Following evaluation, this initiative in 2024 will be refocused in response to identified staff need and the school upscaling to Stage 6. Differentiated support will be provided to staff at point of need and interest. One mandatory area will be explicit teaching and collaborative practice. An Instructional Leadership team has been formed who will be trained to work with Head Teacher Teaching and Learning in facilitating professional dialogue, coaching and mentoring teachers, observations and promoting and modelling evidence based practice to increase teacher efficacy and optimise student growth. This will also allow for the development of further support for Early Career Teachers.

#### Distributed and Instructional Leadership

The building of systems to facilitate authentic distributed and instructional leadership has continued in 2023. This has been particularly successful in the implementation of the Strategic Improvement Plan (SIP). The expansion of teams, in line with the continued growth in staff numbers, allowed for further development of management skills as self-nominated

staff worked with their Head Teacher Mentor and Head Teacher Teaching and Learning in developing systems, leadership attributes, assessing initiatives through the study of data and judging the extent to which improvement measures were being met. They consequently led their teams in collegial discussions, considering the implications and planning activities in line with responsive practice. They also met with Head Teacher Teaching and Learning once a term, facilitating the process of reflection on the activities they had led and their team's success in ensuring excellence. This sometimes led to refinement of processes in response to collaborative assessment. Within these teams, the staff leaders implemented strategies such as allocating staff areas of responsibility and guiding and encouraging them in building capacity. For example, in Literacy, sub-groups were formed for areas such as EALD, additional needs and HPGE. These staff were trained in the process of choosing and assessing evidence and understanding the implications in terms of the initiative delivery. Feedback from the SIP leaders and team members, and the quality of the final product, both demonstrate the building of skills and increased efficacy in driving whole school improvement. This is established practise as the school moves into 2024.

A significant focus in 2023 has been the role undertaken by Head Teachers working as Instructional Leaders within their faculties. This has been developed at executive level as new syllabuses were delivered as part of the curriculum review and the school moves to Stage 6 next year. Head Teachers received Professional Learning on areas such as authentic assessment which was then delivered in whole school professional learning with the executive working to lead and support. Specific sessions were also held as Head Teachers focused on staff development in areas such as evidence based best practice programming and planning, implications of data in responsive teaching practice and alignment of syllabi outcomes with literacy and numeracy progressions. Subsequently staff led small teams across years and in holding additional responsibilities within faculties. The numbers of staff willing to take on these roles, the level of active participation in learning sessions and collegial discussions, and the final products indicate the success of this initiative which will continue in 2024.

The development of the PEX (Professional Experience) Hub program, in partnership with the University of Technology, has also been a school focus throughout the year as has been the support of Early Career Teachers (ECT's). Head Teachers were allocated time to work with ECT's in their faculty in coaching and mentoring towards identified goals. Staff volunteers, who were newly accredited, collaborated with Head Teacher Teaching and Learning in producing a video resource on Accreditation to assist staff who were commencing this process. In both these activities, feedback indicates that this has led to increased confidence and efficacy. Professional Learning sessions were held with the ECT's leading and sharing with PST's (Pre Service Teachers) the most important lessons they had learnt thus far on their journey. There has also been a core group who were filmed as part of an initiative in a new course being delivered at UTS into insights into behaviour management. Feedback demonstrated this leadership was instructive and meaningful to the PST's as well as developing ECT confidence, wellbeing and understanding of their own practice. The Hub program has also expanded with an increased amount of staff willing to take on the role from 10 in 2022 to 17 in 2023. These staff received training and support from the school coordinators in their roles as teacher leaders. Feedback from staff has been very positive with developing skills in leadership and increased efficacy in their own teaching through the process of reflection and engaging in collegial discussions to ensure quality practice.

### Next steps

After evaluating the program and initiatives, it has been concluded that the school now has well established systems of distributed leadership. Furthermore, that instructional leadership would now move to contemporary teaching practice as the school moved to formalise an Instructional Leadership Program in 2024 to support staff in delivering evidence based responsive teaching practice.

The Hub will continue as a focus, with staff developing instructional leadership capacity with the continued co-development of courses with UTS focused on Behaviour Management and Literacy and Numeracy and further collaboration between Early Career Teachers and Pre-Service 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
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 developing instructional and distributed leadership, management skills and leadership	The school has met the progress measure of Sustaining and Growing in the theme of Instructional Leadership.



attributes to facilitate whole school improvement and build a strong pipeline of leaders.

## Strategic Direction 3: Authentic collaboration and connections

### Purpose

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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

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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

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**Aboriginal background**

**Low level adjustment for disability**

**Professional learning**

**Student Support Officer**

**Socio-economic background**

### Summary of progress

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#### Embedded and explicit wellbeing systems

Beginning from Term 1, a school focus was on ensuring highly effective wellbeing strategies were further developed to meet the needs of all students. An audit identified High Potential and Gifted Education (HPGE), Aboriginal and Torres Strait Islander and EAL/D (English as an Additional Language/Dialect) students as groups requiring additional support.

In response, strategies were formulated to develop staff knowledge through professional learning opportunities, deepen relationships with families as partners in learning and develop Personal Learning Plans (PLP) to ensure the implementation of effective strategies to support these students within the school environment.

In HPGE, a more detailed audit was conducted, assessing staff qualifications, knowledge and supports and opportunities being offered across the five domains. A staff member was appointed to lead this area and completed DoE (Department of Education) training in best practice. As a result, it was determined that HPGE students would all have Personal Learning Support Plans following family and student interviews. The development of Aboriginal and Torres Strait Islander PLPs have been a focus in 2023. Staff were upskilled through professional learning in understanding the needs of our diverse range of students and specific interventions to ensure growth and attainment. These have been completed and have been implemented as an effective strategy to support these groups of students as teachers gained deeper understanding of their needs. Staff feedback also implemented increased confidence in ensuring best practice in teaching these students.

Focus with EAL/D was identified through a collaborative audit with the school's EAL/D teacher, Head Teacher Teaching and Learning and Curriculum Support Officer, followed by a staff survey. Processes were formalised for new EAL/D enrolments to ensure student transition was positive and that staff were aware of student needs before their arrival. Professional Learning was given to all staff in understanding their unique needs, assisting in the establishment of an inclusive environment. Effective, evidence based strategies and a resource bank were provided, and teachers worked in faculty groups to incorporate strategies in programs and lesson plans. These resources are held in the Teams folder as an ongoing bank of resources. Feedback indicated that staff consequently felt empowered in teaching students with diverse backgrounds and were able to create inclusive learning environments that catered to the diverse needs of students, fostering a sense of belonging and supporting their holistic wellbeing and development. The EAL/D staff specialist has received additional training in Term 4 in EAL/D and Numeracy.

Positive Education continues to be developed as the school's wellbeing system with the provision of further staff professional learning across all terms this year. This has been differentiated to staff requirements. Staff have indicated in feedback that they are confident with using the system in their everyday practice. Students continued to receive support in these principles through Touchdown sessions and authentic voice through Feedback Friday surveys. The success of this program is evident in the Year 10 final survey where students strongly indicated that they wished for a continuation into the senior years and wanted to maintain their mentor in senior school, demonstrating a sense of belonging.

## **Next steps**

Ensuring all our students receive the required supports will continue to be a focus in 2024. A coordinator has been appointed to lead and develop the school's HPGE program in terms of both staff capacity and understanding of student requirements and providing additional support and opportunity for these students.

Teachers will continue to build understanding of Aboriginal and Torres Strait Islander students and their needs, both individually and as a community through professional learning and the work of the school team.

Supporting EAL/D students with specific numeracy strategies will be a new area for development with staff in 2024. Data is being analysed with existing students to determine areas of need and possible interventions for specific students next year.

Touch down will continue to be developed in 2024 in response to feedback it will have a different focus as Senior Mentoring Sessions for Year 11. This is currently being developed with a focus on mentoring and supporting students on their journey through the senior years.

## **Community Connections**

Relationships with community continues to be extended with the expansion of the team supporting and developing relationships with the local Aboriginal and Torres Strait Islander Team. As part of the Term 2 School Development Day, staff extended their knowledge of Aboriginal culture, both through delivered learning and guest speakers. Staff reflection demonstrated a deepened understanding of the needs of these students.

Initiatives to engage the community and ensure student wellbeing include the variety of extra curricular clubs which help to build a sense of belonging.

Feedback and assessment data reflected some students were struggling with study skills post-COVID. Supports to facilitate learning have therefore been implemented. These included engaging the services of Elevate, who provide study skills sessions. These have been delivered to students in all years. Over 200 parents attended an information evening and can access online workshops throughout the year. This assisted in empowering the parents/carers as partners in learning. Session student evaluations identified 94-97% satisfaction from students.

Student led conferences provided a platform for students to present their achievements to their parents and teachers, developing a sense of community. Evaluations from parents, teachers and students were overwhelmingly positive, with students feeling a sense of success in reflecting on their learning and positive goal setting for the future.

## **Next steps**

In 2024, the school will seek to continue developing community connections and relationships with families/carers.

Elevate will be extended to include two programs for Year 10 and 11 and parents/carers encouraged to participate in the online sessions and resources as they partner in their children's learning .

## **Support for Attendance**

The Attendance Team met in Term 4 and assessed the attendance data from 2022 in terms of why students were absent and times in the year when attendance dropped. Identified issues included students being late to school, taking extended leave for holidays and needing support. Protocols were established to assist in remediation. Lead Mentors gather data on student attendance each fortnight and attendance concerns are tabled and addressed by the team with action taken. This may include check in with students, referral to counsellor, or a family interview is held where a Student Action Plan is written with identified barriers, strategies and goals. This is tracked over time with support being given to the student. In cases of extended leave, the protocol has been tightened with the completion, by families, of an application which is signed off by staff and reviewed by senior executive. Another measure has been the introduction of School Service after school to give students who are habitually late, time to reflect.

Attendance data has shown that these strategies have worked effectively in lifting attendance rates. They will therefore continue in 2024.

## **Next steps**

The team has met and evaluated the above initiatives, concluding that it was evident that wellbeing initiatives and community connections supported improved attendance. Therefore, both community connections and embedded explicit wellbeing systems will sit under attendance in 2024.

An audit will be conducted of 2023 data to track and account for variation in attendance and consider further actions for implementation or development,

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increased percentage of students attending school more than 90% of the time to be at or above the state average.	The number of students attending greater than 90% of the time or more has increased by 10.1%
Wellbeing strategies have been put into place and are being monitored to ensure the implementation of effective strategies to support students within the school environment. These include supports to facilitate learning for our diverse range of students and meaningful partnerships amongst all stakeholders.	An internal audit of wellbeing strategies indicates a broad variety have been implemented with evaluation systems in place to measure efficacy.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$843,102.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around literacy, numeracy and quality adjustments.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of PLSPs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for LaSTs to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Student with additional needs are increasingly receiving more targeted and timely support. All students demonstrated progress towards their personalised learning goals. All PLSP's 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><b>After evaluation, the next steps to support our students will be:</b>  The school will be employing a Head Teacher Diverse Learning which will include PLSP's for HPGE students. The LaST positions for 2024 will have subject backgrounds that range across most subject areas, to facilitate a strong focus on literacy and numeracy but also subject specific improvements.</p>
<p>Socio-economic background</p> <p>\$27,346.70</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Support for attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through the instructional leader to support student learning</li> <li>• employment of Head Teacher and Learning (HT T&amp;L) for program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  HT T&amp;L supporting the equitable contemporary practices to meet the needs of all students.  Equitable allocation of resources for all students.  All students have access to learning opportunities to meet the diverse needs of all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Socio-economic background</p> <p>\$27,346.70</p>	<p>Continue the integration of learning support and mainstream teaching loads. Introduce instructional leaders to support professional learning in explicit literacy strategies to support beginning teachers.</p>
<p>Aboriginal background</p> <p>\$21,945.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedded and explicit wellbeing systems</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Creation of a Cultural Team to deliver personalised support for Aboriginal students, create PLPs with family, and DoE support staff and community members.</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Young Mob worked with the school to deliver a Stage 4 cultural program to students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Stronger connections between Aboriginal families and the school. Funding was also used to ensure each Aboriginal student was equipped with the additional literacy and numeracy support. The school engaged Aboriginal community members to build partnerships as a newly established school and provide contextual information to staff at professional learning sessions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the Aboriginal team will take steps to ensure all Aboriginal students are heard when providing opportunities for their culture to be celebrated. The team will continue to explore resources to support Aboriginal students including: Tribal Warrior, Souths Cares, Redfern Youth Connect and Young Mob.</p>
<p>English language proficiency</p> <p>\$132,825.95</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Differentiated scaffolds and supports for teachers of Stage 4 and 5 students. Support the transition process with Intensive English Centre (IEC) students to adjust to high school environment. Provided intensive support for EAL/D students in literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>English language proficiency</p> <p>\$132,825.95</p>	<p>Introduction of Stage 5 elective for EAL/D students and introduction of Stage 6 EAL/D course.</p> <p>Students will be supported by an experienced EAL/D teacher who 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>Targeted professional learning for all staff in 2024 and a toolbox of resources to be developed and shared for all staff during ongoing professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$110,291.37</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedded and explicit wellbeing systems</li> <li>• Formative Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist LaSTs and SLSOs to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO's)</li> <li>• targeted students are provided with an evidence-based intervention on literacy to increase learning outcomes</li> <li>• Professional learning by learning support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of SLSO to improve the development of students by implementing programs developed by specialists</li> <li>• support for students in Life Skills and for students accessing disability provisions.</li> <li>• development of a needs-based learning and support program in which specialist staff (psychologists/speech therapists) collaborated with Deputy Principal to build capacity in meeting the social/emotional and literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>All students with identified needs have a PLSP in place that is regularly reviewed with families. This includes HPGE PLSP's in 2023.</p> <p>Data indicates students are exceeding expectations. All students with a disability or identified need are provided with disability provisions. The school has a uniform whole school approach to Diverse Learning to support all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continued support with SLSO's and LaST's working with classroom teachers to provide ongoing and targeted support to meet student goals in growth and attainment.</p> <p>Continued support for students entered into Life Skills.</p> <p>Employ more LaST's targeting the specific areas of literacy and numeracy.</p>
<p>Professional learning</p> <p>\$61,196.61</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedded and explicit wellbeing systems</li> <li>• Community connections</li> </ul>

<p>Professional learning</p> <p>\$61,196.61</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• provision of resources targeted to identified areas of student need, for example in reading</li> <li>• staff training with the release of new syllabus from the curriculum review</li> <li>• staff release to enable professional collaboration and planning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  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.  Through collaborative professional learning, teachers have developed a deeper understanding of learning in different KLA's and the transferable skills of each.  Teachers understand and can access DoE tools provided on platforms such as NAPLAN to support these identified needs.  Teachers have deep knowledge of formative practice and opportunities for growth are embedded in all faculties and are shared across KLAs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to refine systems and expertise in formative practice as we scale up to Stage 6 and formalise summative assessment procedures.  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.  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.  Expansion of the teacher professional learning library to further develop teacher understanding of best practice to ensure student growth.  Continual reflection on the rigorous program of professional learning that is delivered weekly as a whole staff and in faculty groups to ensure it is meeting student need.  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 professional learning in EAL/D and LBOTE (Language Background other than English) students.</p>
<p>COVID ILSP</p> <p>\$14,159.99</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy with a focus on reading and comprehension</li> <li>• providing intensive small group tuition for identified students who were identified through Check In and NAPLAN data</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students are improving in areas identified through Check In and NAPLAN. This is mapped through the learning progressions in PLAN2. Participating</p>



<p>COVID ILSP</p> <p>\$14,159.99</p>	<p>students report an increased confidence in class that supports their wellbeing and learning. Students with complex needs are supported to complete assessments and navigate lessons that cause daily challenges. LaSTs have been trained in the York Assessment of Reading for Comprehension (YARC) to complete assessments for comprehension. This has formed the basis of identifying students with complex needs and to support students to continue to measure growth and attainment in literacy - specifically comprehension.</p> <p>Deputy Principal Wellbeing has created positions within the Learning Support Team for Assessment/Disability Provision monitoring and also a position to manage Life Skills within the school. This was vital as the school continues to grow.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will create a Head Teacher Diverse Learning position to manage the increasing significant number of students with learning needs, this includes the management of HPGE students. To train a further two more LaST's in the YARC administration to support the learning support and counselling teams on assessments. These assessments will be vital evidence moving towards NESA disability provisions as the school moves into Stage 6. Continue to support identified students in the classroom using a co-teaching model within specific KLA's.</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 Inner Sydney High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedded and explicit wellbeing systems</li> <li>• Support for attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• Establish referral pathways to appropriate local services through community partnerships.</li> <li>• SSO contributes to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The SSO position has had significant impact on the wellbeing of students across the school. As a compliment to the school counsellor vacancies this year, the SSO position has supported many students with their social/emotional needs. The SSO has managed complex cases, supporting students, making referrals, holding Team Around the Child ((TATC) meetings and monitoring student wellbeing. Students with complex needs report that they feel connected, supported and have a strong sense of belonging at the school as a result. The SSO has established a Girls Group and Boys Group. This is in conjunction with external community groups and the Girls' Supervisor. The SSO has also implemented the LoveBites program at the school facilitating its inception.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of the Girls/Boys Group and LoveBites to support the needs of a growing number of students across the school. A focus on attendance to support the wellbeing Team. This will include analysis of attendance data and implementation of supports as appropriate. Case management of complex students to support community connection</p>

Student Support Officer	and referrals as identified by senior executive.
\$99,516.00	Professional learning of staff Visible support for students on the playground at break times, excursions and in classes.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	82	190	321	444
Girls	65	168	270	353

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.4	94.9	87.6	91.7
8		90.8	86.2	88.2
9			84.3	89.0
10				87.7
All Years	94.4	93.0	86.1	89.1
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8		86.7	82.1	84.6
9			80.5	82.8
10				81.1
All Years	92.1	88.2	82.7	84.0

## 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

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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	n/a	n/a
Employment	n/a	n/a	n/a
TAFE entry	1	n/a	n/a
University Entry	0	n/a	n/a
Other	2	n/a	n/a
Unknown	n/a	n/a	n/a

## Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Inner Sydney High School undertook vocational education and training in 2023.

## Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Inner Sydney 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)	2
Head Teacher(s)	6
Classroom Teacher(s)	37.6
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher EAL/D	0.4
School Counsellor	1
School Administration and Support Staff	11.68
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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,275,842.11
<b>Revenue</b>	10,677,020.26
Appropriation	9,587,982.57
Sale of Goods and Services	104,954.41
Grants and contributions	940,574.78
Investment income	42,531.00
Other revenue	977.50
<b>Expenses</b>	-10,242,630.36
Employee related	-8,806,820.90
Operating expenses	-1,435,809.46
<b>Surplus / deficit for the year</b>	434,389.90
<b>Closing Balance</b>	1,710,232.01

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	782,964
<b>Equity Total</b>	292,409
Equity - Aboriginal	21,945
Equity - Socio-economic	27,347
Equity - Language	132,826
Equity - Disability	110,291
<b>Base Total</b>	7,560,163
Base - Per Capita	210,030
Base - Location	0
Base - Other	7,350,134
<b>Other Total</b>	408,397
<b>Grand Total</b>	9,043,934

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](https://myschool.edu.au) to access the school data.



## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

The school has continued to maintain open and responsive communication channels with parents/carers, as the school continues to grow. Face to face presentations and online webinars are an important way to communicate important information about key school priorities. In 2023, Inner Sydney High School's Parent and Community (P&C) association prioritised fostering a kind, respectful, connected and inclusive school community. Whilst building strong relationships with the school's executive leaders and other staff, through various initiatives aimed at enhancing connectivity and engagement, the P&C could achieve significant milestones while promoting inclusivity at our school and the accessibility of its executive members. The P&C organised year group-specific and other inclusive social events, along with informal pre-meeting settings, fostering community networking. Regular updates in the IN\_SYD Inner Buzz and the introduction of a WhatsApp community for P&C financial members catered to diverse communication preferences. Initiatives like the Welcome Year 7 BBQ and the second hand School Uniform Sale promoted inclusivity and student representation and involvement. Discussions addressed lifelong P&C membership models, funding frameworks for initiatives and needs identified by the community members and public transport improvements in our catchment. Major financial contributions supported security camera installations and student wellbeing and education initiatives. The P&C's branding initiative together with its consistent physical presence at school and events in 2023 enhanced its accessibility within the community, visibly showing its commitment to enriching the school experience for students and their families. Overall, the P&C's efforts demonstrated its dedication to setting a solid foundation for future membership growth and to further encourage the IN\_SYD community engagement.

The school received some very positive feedback from the community in 2023.

*As the year comes to a close, we wanted to take a moment to thank you for the outstanding efforts and achievements of the entire school community. It's wonderful to see how dedicated each member of the school team is, consistently going above and beyond to create an enriching environment for all our kids. From the teachers who inspire a love of learning, to the support staff who work tirelessly behind the scenes, your commitment is remarkable. One recent highlight that truly stood out was the i\_Day celebration at the Sydney Town Hall. It was such a festive and special event showcasing the creativity, talent, and hard work of all our students and educators alike. The enthusiasm and passion displayed during i\_Day was testament to the incredible educational experience provided at IN\_SYD - **Parent of Year 10 & Year 8 students.***

*Thank you very much for all your support with our sons enrolment at the NSW School of Languages. We 've just received his report and he has achieved an A - Outstanding grade of which he and we are very proud. Thank you for affording him the opportunity, the ongoing guidance and supervision. He has learnt a lot, not only in content knowledge, but also in how to conduct independent study - lessons that will serve him well in his future studies - **Parent of Year 9 & Year 7 students.***

*I am most impressed with the school's SLIC (Student Led Inspired Conference) model. As an ex school maths teacher, University Maths professor, business professional and father of 3 grown up sons, I can honestly say that it's the best example of student performance review and goal setting that I have encountered. Having conducted hundreds of annual staff performance reviews in business over the years, the idea of the student being asked to put himself/herself in the teacher's shoes and 'write the teacher's end of year report' on him/her and describe honestly how his teacher would assess his/her performance and strengths and weaknesses is absolutely brilliant. It forces the student to be absolutely honest about his/her behaviour, performance, collaboration, strengths, weaknesses etc. My son spent hours preparing the content for the SLIC report/meeting. This required honest evaluation, introspection, and soul searching. The three way interviews that followed went smoothly, efficiently and very constructively. I must congratulate the school on this innovative and highly successful approach - **Parent of Year 8 student.***

*My daughter has just finished her first term at Inner Sydney and I just wanted to express my thanks to you and all of your team for giving this group such a tremendous start to high school. She has been challenged and extended by some wonderful teachers and has really enjoyed her extra curricular activities in both Drama and Choir - thank you so much to the teachers who run these activities in their own time - **Parent of Year 7 student.***

### Student Feedback

The Student Inspired Leadership Group have different portfolios across the school.

The Arts Portfolio organised a Photography Competition featuring themes centred on Flora and Fauna, Bodies of Water, and Cityscapes. Many participants submitted creative and diverse photographs, ranging from close-ups of plants and animals to panoramic views of cities and water bodies. The competition provided photographers with an opportunity to display their artistic talents and unique perspectives on the designated themes.

The Sport Portfolio held successful soccer and basketball competitions, attracting numerous students. These events allowed participants to display their athletic skills while promoting teamwork and a healthy lifestyle. Additionally, the Portfolio hosted a chess competition, catering to students passionate about strategic thinking. This event provided an

opportunity for students to demonstrate their chess skills. Through these competitions, the Sport Portfolio aimed to enrich the student experience, promote wellbeing, and foster a sense of belonging among participants.

The Wellbeing Portfolio organised both a Butterfly Day and a Push-up Challenge, engaging the entire school community. These initiatives not only promoted physical activity but also raised awareness about various social issues impacting individuals, particularly young people in Australia. The Portfolio aimed to foster unity and encourage participation while addressing pertinent societal concerns through these events. The Sustainability Portfolio participated in a sustainability workshop to enhance their knowledge and skills in promoting environmentally conscious practices. They also placed compost bins around the school to facilitate proper waste management and promote composting initiatives. The Community Portfolio successfully organised a shoe drive, collecting second-hand or unused shoes for donation to individuals in need in South Africa. Additionally, they hosted a Wear It Purple Day, promoting LGBTQ+ visibility and inclusion. These initiatives aimed to foster community engagement and raise awareness about social issues both locally and globally.

The Social Justice Committee coordinated a Harmony Day event, where participants shared dishes representing their cultural backgrounds at a food stall, celebrating diversity within the school community. They also organised a Giving Day, directing all donations to Wayside Chapel to provide aid and support for individuals facing adversity. These events aimed to bring people together, celebrate diversity and offer support to those in need. The Student Inspired Leadership Group hosted fortnightly school assemblies, each led by different faculties. They also took part in organising and hosting assemblies for important events such as International Women's Day and Harmony Week. They also exhibited leadership qualities by organising and leading community tours aimed at showcasing the school's facilities and programs. These tours provided an opportunity for prospective students, parents, and community members to gain insight into the school's culture and educational opportunities. The group also fundraised for events like Book Week and the Biggest Morning Tea.

Additionally, students participated in external events like sustainability workshops, Model United Nations conferences, and DOVES (Department of Student Voice in Education and Schools) initiatives. They participated in the ABC Q&A program, where they posed relevant questions to politicians and community leaders regarding Australia's future energy policies. Their questions were made on live television while representing the school. They also attended the NSW Youth Summit, addressing diversity and inclusion issues and collaborating with other schools to create a positive impact. These efforts demonstrated their commitment to leadership, community engagement, and advocating for important social issues.

## **Teacher Feedback**

As a newly established school, a significant number of staff were employed in 2023. Teachers indicated a high level of satisfaction with the targeted support provided by the school. Taking into account the range of teaching experiences, the successful distributed leadership model has been embraced by teachers. Professional Learning sessions are teacher led, extracurricular activities are initiated and led by staff, and second in charge (2IC) positions are established in faculties. 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 about school initiatives. Teachers are also encouraged to suggest areas for further development and identify areas for 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. Teachers indicated strengths in their skills to deliver curriculum and they identified a range of strengths in the school, including leadership, use of data informed practice, learning culture and vision. Teacher collaboration is an area for continued growth.

# Policy requirements

## Aboriginal Education Policy

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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

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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. Students participated in Personalised Learning Plan (PLP) meetings with the Aboriginal Education Team and their families, with assistance from our Aboriginal Education Support Officer. PLP meetings identified the strengths and goals of our students. Using Check In data and NAPLAN data students identified as needing support received in-class assistance from SLSOs and the LaST to ensure they continued to meet their goals and identified targets.

Aboriginal and Torres Strait Islander students were provided with leadership opportunities at fortnightly assemblies, NAIDOC Assembly, NAIDOC celebrations, Recognition Assemblies and iDay. One student received the Deadly Kids award for excellent application and attitude to their studies. Another student was nominated for the Nanga Mai Award for sporting excellence.

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 and formal Assemblies, including Apology Day, National Reconciliation Week and NAIDOC Week. Aboriginal and Torres Strait Islander students led the planning and celebration of the NAIDOC Week theme 'For Our Elders' by acknowledging country as well as speaking about their heritage and culture. As part of this week, Aboriginal and Torres Strait Islander students led a celebration of Aboriginal sports, creating an inclusive environment and showcasing their culture through leadership for the school community.

Throughout the year, the school organised various cultural events and activities to promote Aboriginal culture and history. Students engaged with all Aboriginal and Torres Strait Islander students at Inner Sydney High School fortnightly during Touchdown to mentor and to build positive relationships with their peers and the Aboriginal Education Team. Stage 4 Aboriginal and Torres Strait Islander students attended mentoring sessions with One Mob, learning and celebrating culture and heritage, while mentoring junior students. Excursions to the NSW Gallery to build relationships with First Nations artists and speakers for all Aboriginal and Torres Strait Islander students. These initiatives have assisted to create an inclusive and respectful school environment for all students.

## Anti-Racism Policy

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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

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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 and assembly presentations. 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 focusing 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

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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.