

# 2021 Annual Report

## St Ives High School



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# Introduction

The Annual Report for 2021 is provided to the community of St Ives High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

St Ives High School values **Respect, Perseverance and Growth**. Staff modelling and school programs focus on the development of students' capacities to reflect on experience, set goals, make informed decisions and maximise their growth. SIHS is a comprehensive, high performing school that engages students in academic, creative and sporting excellence. We foster students' understanding of their responsibilities to others and an understanding of their individual and collective responsibility as a member of our inclusive school community.

## School context

St Ives High School is a coeducational comprehensive high school located on the Upper North Shore of Sydney. The school's enrolments have been increasing over the past decade from 810 in 2012 to just over 1250 students in 2021. The school has a strong academic focus through a long established high potential and gifted educational program that has operated for over 20 years. The school has a hearing support unit made up of two classes with student places offered to parents via a placement panel. The school runs a performing arts enrichment program through its Performing Arts Unit. The band program has been continually growing over the past 10 years and is actively supported by the school's parent body. The school musical is held every second year. The school has an active sports program. A strong Duke of Edinburgh program is in operation and is strongly supported by parents. The school's P&C is very active and committed to the school.

Through the evaluation of the 2018- 2020 school plan and the Situational Analysis the school identified the following areas as focus areas: A coordinated approach to student and staff wellbeing with a specific focus on relationships, a commitment to explicit teaching and a continuation of a coaching approach across the 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our role as educators is to support student growth in a comprehensive school environment. Student growth should occur both inside and outside of the classroom. Growth and Perseverance are two of the school's values and we are committed to putting these into action. Our teachers will continually evaluate and reflect upon the effectiveness of their practice; will be involved in high impact professional learning; and use student assessment data to inform their teaching. These teacher actions support student growth and attainment.

### 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.

- Student Goal Setting and Self Assessment
- Explicit Teaching of Literacy (writing and reading).
- Reviewing and Improving Student Assessment

### Resources allocated to this strategic direction

**Professional learning:** \$35,252.77

**Integration funding support:** \$20,233.00

**COVID ILSP:** \$22,424.00

### Summary of progress

In 2021, Student Growth and Attainment has been supported through the coaching of students in Years 10, 11 and 12 which has led to students feeling supported through the senior subject selection processes and the stress of completing both Preliminary and HSC courses. This HAS resulted in successful coaching intervention to support a decline in student wellbeing as evidenced through student survey data. Student Growth and Attainment has also been supported through ongoing development and implementation of writing scaffolds led by Head Teachers across Key Learning Areas which led to reinforcement of academic writing skills and resulted in the majority of students meeting minimum standards and continued success in HSC results across the school.

Due to an extended lockdown, professional learning in the area of explicit teaching of literacy was unable to occur and has been delayed until the beginning of 2022.

Next steps include expansion and more detailed evaluation of the Alumni Coaching Pilot program in 2022. A full review of Stage 4 assessment, as well as the student goal setting pilot, will proceed in Semester 2, 2022.

### 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
Pilot teacher volunteers develop course specific goals with students. At least one class from each KLA.	Due to the semester 2 lockdown, this pilot program will be run in 2022.
All KLA Head teachers support staff members to use writing scaffolds in the classroom.	A majority of KLA HTs report that they have used both faculty meetings and individual sessions to support staff to use writing scaffolds in the classroom.
Improvement in the percentage of HSC course results in the top 2 band to be at or above 55%.	In 2021, HSC results, St Ives High School was again one of the top performing comprehensive public high schools. Our annual progress measure of 55% of were met.
Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be at 40% (reading) and 55% (numeracy).	In 2021, NAPLAN results show targets achieved for all areas for Year 7 (Reading at 46.06% and Numeracy at 59.45% in the top 2 bands). For Year 9, these targets. were not achieved (Reading at 38.69% and Numeracy at 44% in the top 2 bands).

71.9% of students achieving expected growth reading.

74.1% of students achieving expected growth in numeracy.

Targets for expected growth in reading and numeracy were not met in 2021. This was in part due to the limitations on additional support that could be provided in 2020 and 2021 due to NSW stay at home measures. Further data analysis and intervention measures will need to be implemented in 2022.

## Strategic Direction 2: Staff Growth

### Purpose

We realise that teachers play an integral role in bringing about student success and we therefore want to support the continual growth of staff. We will foster and encourage collegial discussions and constructive feedback between colleagues to improve professional knowledge and practice. Growth and improvement must be modelled to students if we as a collective organisation will move forward together.

### 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.

- A Coaching Approach to Leadership
- Professional Learning in Explicit Teaching
- Professional Learning in Formative Assessment and Feedback

### Resources allocated to this strategic direction

**Professional learning:** \$20,500.00

### Summary of progress

In 2021, staff growth occurred through professional learning in coaching for executive staff members which led to improved skills in supporting staff members to reflect on their professional practice and resulted in more staff receiving constructive feedback to assist them to work towards achieving their professional goals. Further staff growth occurred through professional learning in Explicit Teaching, Formative Assessment and Feedback which led to improved staff confidence in evidence based practice and resulted in more consistent use of explicit teaching practices in classrooms.

Next steps include providing regular opportunities for executive staff to practise and refine their leadership coaching skills and regular opportunities of classroom teachers to share best practice in Explicit Teaching, Formative Assessment and Feedback with their colleagues.

### 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
100% of executive staff have taken part in growth coaching training. Executive staff begin using a coaching approach to support staff, both formally and informally, in their professional growth.	100% of executive staff completed training in A Coaching Approach to Leadership through Growth Coaching International which led to 60% of executive staff reporting regular use of growth coaching to support staff members to experience growth as they work towards their professional goals. All executive have indicated that they would like to continue to develop their skills and confidence in Growth Coaching in 2022.
Teachers are supported through a buddy system of classroom observations to observe and demonstrate the use of explicit teaching strategies.	In term 2, 100% of teachers joined with a buddy to set aside time to observe and demonstrate the use of explicit teaching strategies. Due to extended lockdown, not all planned sessions took place. We will continue this practice in 2022.
100% of teachers participated in professional learning in explicit teaching, formative assessment and feedback.	<p>In Term 1, all staff members participated in professional learning in Explicit Teaching. During Term 2, staff either continued their professional learning in explicit teaching or participated in professional learning with a focus on formative assessment and feedback</p> <p>Survey data reveals that 54% of teachers found the professional learning sessions beneficial and 58% are regularly utilising the targeted pedagogical tools in their classrooms.</p>

## Strategic Direction 3: Respectful, Inclusive Community

### Purpose

With over 1300 people, staff and students, on site each day it is important that everyone deals with one another in a respectful way. We understand that when our school community are included we can achieve great things. Staff feedback throughout the last two years rated 'respect' and 'Inclusion' as two areas that we are wanting to continue to build into our culture.

### 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.

- Healthy and Respectful Relationships - Staff
- Healthy and Respectful Relationships - Students
- Building Connections and Providing Clarity for Parents and Caregivers.

### Resources allocated to this strategic direction

P&C: \$20,000.00

### Summary of progress

In 2021, we worked towards building a Respectful, Inclusive Community through the development and implementation of several student wellbeing programs including Consent talks and various mentoring programs which has led to improved student understanding of the nature of consent and resulted in targeted students receiving support in building resilience.

Next steps include running programs such as Rock and Water and Love Bites which could not run in 2021 due to the extended lockdown. We will continue to improve mechanisms to communicate to our parents and community.

### 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
Staff survey data reveals that over 75% of staff feel supported by their colleagues and leadership team.	In 2021, staff survey data reveals that 84% of staff members feel supported by their colleagues and the leadership team. 75% of staff report that working with their colleagues is one of the most rewarding aspects of their career.
Survey data reveals that the majority of staff are engaging in school wellbeing programs.	Due to extended lockdown and ongoing covid restrictions in 2021, staff wellbeing programs planned for second semester did not run.
Annual Yr 7 parent survey - Q) How satisfied are you with communication from the school?  80% of parents indicate that they are overall 'satisfied'.	2021 survey data reveals that 75% of parents are 'satisfied' with communication from the school. Next steps include using SASS support to attach all student assessment tasks to tasks listed on the school calendar.
Increase the percentage of students attending >90% of the time to be 87%	In 2021, 72.1% of students attended >90% of the time. An extended lockdown has presented additional challenges to some students in improving their attendance and some students experienced a significant decline in attendance during online learning. Others managed to improve their attendance as online learning overcame some barriers to full attendance.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$923.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> These students being integrated into the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Meet educational learning needs and disadvantage as they arise.</p>
<p>Integration funding support</p> <p>\$287,328.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Ives 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>• Explicit Teaching of Literacy (writing and reading).</li> <li>• Reviewing and Improving Student Assessment</li> <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>• additional staffing to assist students with additional learning needs</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 [strategy]</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support so identified students can engage in their learning. Identified students have taken part in literacy programs to improve literacy. SLSO support for identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue high quality SLSO support. Provide one on one support for students with significant learning needs.</p>
<p>Socio-economic background</p> <p>\$20,609.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Ives 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>• Other funded activities</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>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$20,609.85</p>	<p><b>The allocation of this funding has resulted in:</b>  Students being able to participate in camps, excursions and wear uniforms with their peers. Students were provided with food as necessary. Uniforms and resources were purchased.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to continue to fund and support those with a Socio-economic disadvantage.</p>
<p>Aboriginal background</p> <p>\$4,242.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Ives 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>• Other funded activities</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>• Funds were used to enable better access to learning resources and equipment.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Aboriginal students being able to participate in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Provide resources as needed to meet the needs of identifying students.</p>
<p>English language proficiency</p> <p>\$244,167.63</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Ives 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>• Other funded activities</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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  A broad group of EALD staff with curriculum abilities in other areas of the school. Additional SLSOs have been employed to assist in EALD students in classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Review EALD student needs. EALD staff deliver EALD English classes. EALD staff will continue to heavily support literacy skills in students.</p>
<p>Low level adjustment for disability</p> <p>\$149,124.28</p>	<p>Low level adjustment for disability equity loading provides support for students at St Ives High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$149,124.28</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 equity loading include:</b></p> <ul style="list-style-type: none"> <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</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A substantial and highly valued learning and support team. Parents are sending their students with learning needs to us because of the reputation of the learning support program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ high quality SLSOs. Provide special provision support for identified students. To support the local enrolment of students with learning and support needs.</p>
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</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>• Reviewing and Improving Student Assessment</li> <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>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A significant number of highly skilled SLSO staff who are able to support and deliver literacy programs to students who fell behind as a result of the lock down.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the program working with identified students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	575	598	642	720
Girls	430	444	466	553

## Student attendance profile

School				
Year	2018	2019	2020	2021
6				98.8
7	95.7	94.4	93.9	93.8
8	93.5	93.8	91.4	93.1
9	93.4	89.8	90.9	91.1
10	92.4	90.7	89.5	91.9
11	92.7	93.1	92.7	90.8
12	93.4	92.8	93.2	94.2
All Years	93.6	92.5	91.9	92.6
State DoE				
Year	2018	2019	2020	2021
6				91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	86.9

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

### 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	0	0	0
Employment	1	6	10
TAFE entry	2	2	20
University Entry	0	0	70
Other	10	4	0
Unknown	1	1	0

### Year 12 students undertaking vocational or trade training

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18.78% of Year 12 students at St Ives High School undertook vocational education and training in 2021.

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

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94.9% of all Year 12 students at St Ives High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	4
Head Teacher(s)	13
Classroom Teacher(s)	61.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	1.8
School Counsellor	2
School Administration and Support Staff	25.27
Other Positions	16.4

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	829,553
<b>Revenue</b>	17,272,041
Appropriation	15,979,055
Sale of Goods and Services	83,597
Grants and contributions	1,132,237
Investment income	1,977
Other revenue	75,174
<b>Expenses</b>	-16,644,147
Employee related	-14,650,710
Operating expenses	-1,993,437
<b>Surplus / deficit for the year</b>	627,894
<b>Closing Balance</b>	1,457,447

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	288,251
<b>Equity Total</b>	418,145
Equity - Aboriginal	4,243
Equity - Socio-economic	20,610
Equity - Language	244,168
Equity - Disability	149,124
<b>Base Total</b>	11,474,592
Base - Per Capita	324,618
Base - Location	0
Base - Other	11,149,974
<b>Other Total</b>	3,378,152
<b>Grand Total</b>	15,559,140

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## School performance - NAPLAN

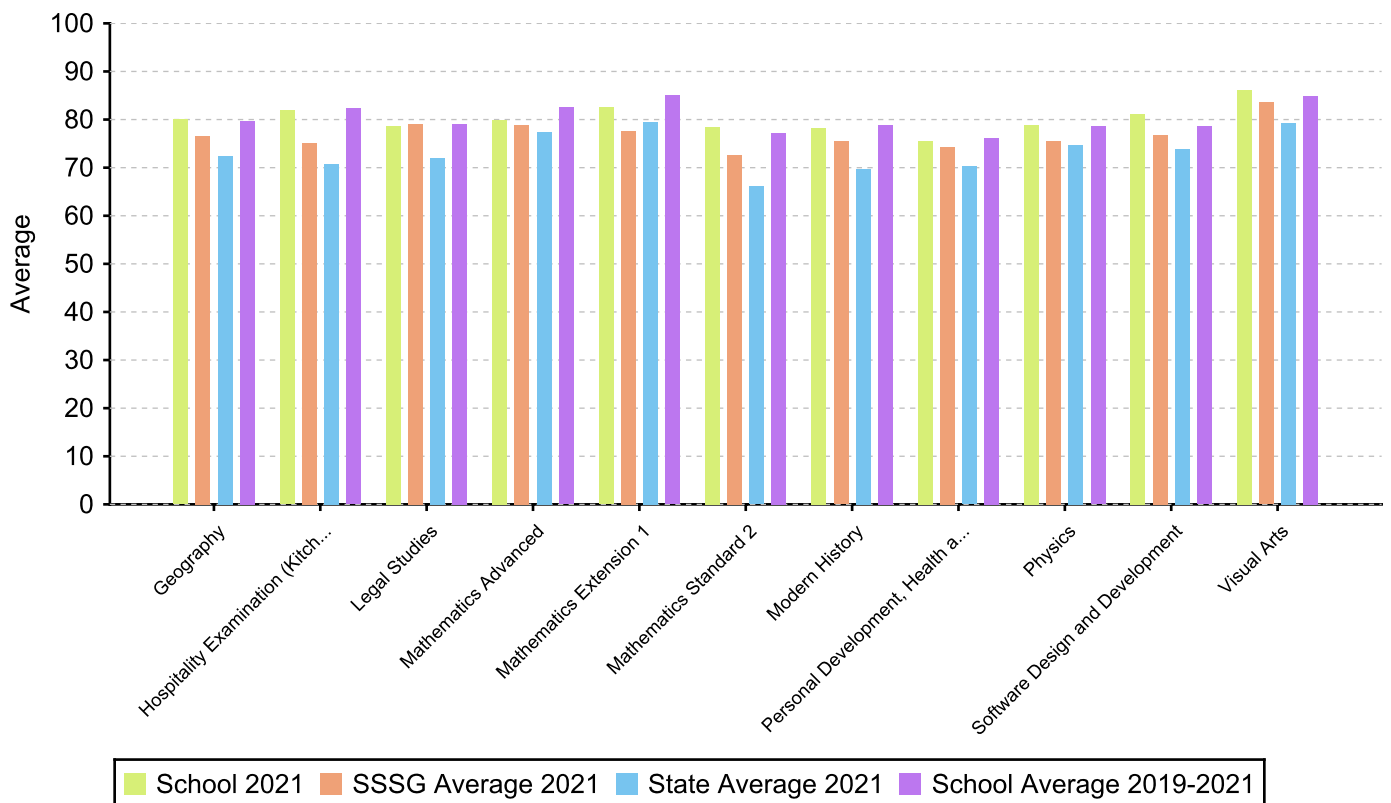
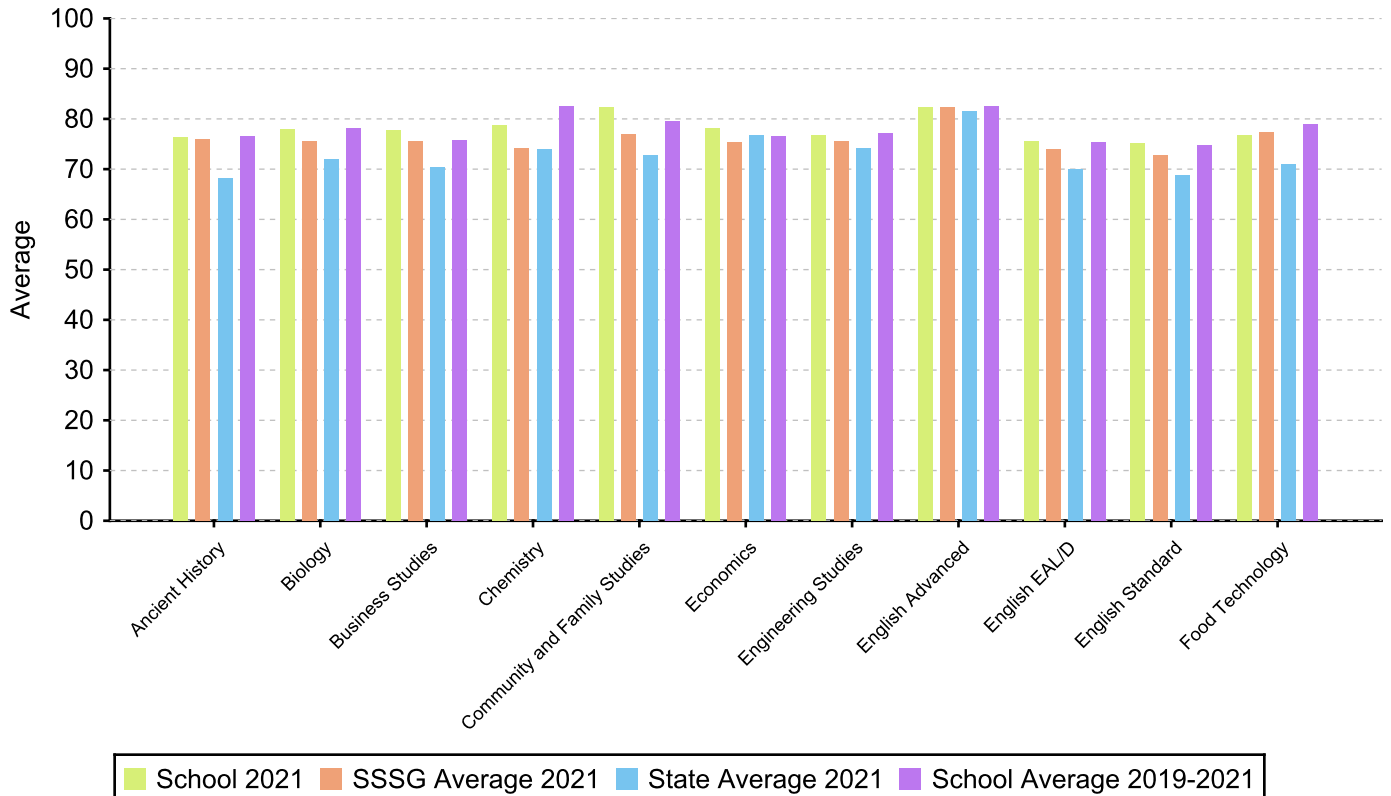
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	76.4	76.0	68.1	76.5
Biology	77.9	75.5	71.9	78.1
Business Studies	77.8	75.5	70.4	75.7
Chemistry	78.7	74.2	74.1	82.5
Community and Family Studies	82.3	77.0	72.7	79.6
Economics	78.2	75.4	76.7	76.6
Engineering Studies	76.7	75.5	74.1	77.2
English Advanced	82.3	82.3	81.4	82.5
English EAL/D	75.6	73.9	70.0	75.4
English Standard	75.2	72.7	68.8	74.7
Food Technology	76.8	77.4	71.0	79.0
Geography	80.0	76.7	72.4	79.7
Hospitality Examination (Kitchen Operations and Cookery)	81.9	75.1	70.8	82.3
Legal Studies	78.7	79.1	72.0	79.0
Mathematics Advanced	79.9	78.9	77.4	82.5
Mathematics Extension 1	82.5	77.6	79.5	85.0
Mathematics Standard 2	78.5	72.6	66.1	77.2
Modern History	78.3	75.4	69.7	78.8
Personal Development, Health and Physical Education	75.6	74.3	70.3	76.2
Physics	78.8	75.6	74.8	78.5
Software Design and Development	81.2	76.8	74.0	78.6
Visual Arts	86.2	83.6	79.4	84.9

## Parent/caregiver, student, teacher satisfaction

Parent Satisfaction increased in the 2021 data. 57% of parents were identified as 'net promoters' on the annual parent survey (providing a 9/10 or 10/10 to the answer "Do you think that your child(ren) received a good education at SIHS?" This was an increase from the previous year in which 53% parents scored as 'net promoters'.

Numerous student surveys were taken throughout 2021, mainly to support students through the 2021 lockdown. The facilitation of online HSC trials was particularly well received, with 55% of students indicating that they were highly or completely satisfied with how these were conducted. As this was the first year that such provision was required, we have no comparison for previous years. On average, 89% of students from 7-12 responses that they agreed or strongly agreed to the statement, "I feel supported by my teachers while learning online. This was a slight increase from 85% in 2020.

The annual 2021 teacher survey identified that staff felt highly satisfied with the support that they received from school leadership during an exceptionally difficult year. 93% of staff responded that they agreed or strongly agreed with the statement "I feel supported by the senior executive of the school." This was an increase from 82% in 2020.

# 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.

## 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.

## 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.