

2024 Annual Report

Newcastle Senior School



NEWCASTLE SCHOOL
A Community of Schools

Potential | Determination | Achievement

Newcastle Senior School

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Introduction

The Annual Report for 2024 is provided to the community of Newcastle Senior 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

In 2024, Newcastle Senior School experienced a productive year, marked by significant achievements for both students and staff. The students participated in a range of enriching experiences, including the mini-Olympics, developing retail skills within the on-site Woolworths store, and creating items for the Chances work skills program. Each term, the Wellbeing Team organised inclusive activities designed to enhance positive wellbeing for the entire school community. Notably, the crew from HMAS Choules visited the school, engaging with students in beautifying the grounds, participating in team sports, and enjoying a BBQ lunch together.

At the outset of Term 1, the school developed a new School Excellence Plan, which was implemented throughout the year. The first strategic direction focused on data collection, literacy, and numeracy. Professional development for staff was centered on ensuring consistency in assessment practices, thereby providing tailored learning opportunities for students. This unified approach to assessing student learning yielded improved outcomes for all.

The second strategic direction concentrated on post-school pathways and attendance. The school aimed to cultivate essential life skills in students, thereby enhancing their opportunities beyond graduation. Staff training focused on effectively identifying the skills necessary for students to thrive in society and lead fulfilling lives. In addition to the Life Skills curriculum, the emphasis on functional skill development was supported by The Essential for Living program. Students made significant advancements in areas such as waiting, accepting 'no,' and transitioning, with all demonstrating growth.

Furthermore, 2024 marked the introduction of High Potential and Gifted Education (HPGE) at the school. The executive team collaborated to implement this policy and identify student strengths across four domains: Intellectual, Creative, Social-emotional, and Physical. An HPGE project was developed that involved Aboriginal students working alongside peers from three different sites to create artwork that showcased their exceptional creative abilities.

Aboriginal Education continued to be a focal point for Newcastle Senior School, with the ongoing implementation of the Our Kinnections program and community yarn-ups. Parents and carers demonstrated strong interest and engagement in these initiatives, resulting in high levels of participation. Aboriginal students proudly showcased their creative projects during the Deadly Seniors program, with their work displayed prominently in the office.

School background

School vision

Newcastle School's vision is to "create lifelong opportunities", enhancing the development of each student's academic, social and emotional development through innovative practice and empowering students to be successful lifelong learners and valued members of society.

We take pride in all students being known, heard and cared for. At Newcastle School we believe all students can achieve their personal best in a culture of high expectations. We promote student success by catering to each child's learning needs in a safe learning environment. Our collective aim is to have all students achieving their personal best.

Newcastle Senior School values the well-being of students and staff and will provide a supportive and safe space for all. Our vision is to prepare students and families for post-school life by providing strong support at all transition points and setting high expectations with all stakeholders.

School context

Newcastle School is located across 3 sites.

Newcastle Junior School (Hillsborough) Pre-school to Year 4 guiding students through transition from early childhood to primary years.

Newcastle Middle School (Christo Rd Waratah) Year 5 to Year 8 guiding students through early adolescent years.

Newcastle Senior School (Harriet St Waratah) Year 9 to Year 12 programs to prepare students for post-school life.

Newcastle School in 2024 has 143 students (P-12) and 23 classes. The 3 school sites are led by 4 principals, 8 assistant principals, 29 teachers and 34 school learning support officers. Each site has a school administration manager, school administration officer and general assistant. Across our 3 sites, there are 28 Aboriginal students and 8 Aboriginal staff who work and learn on Awabakal land.

All students are involved in quality transition education programs, with a clear focus on quality of life outcomes. The school collaboratively negotiates individual learning plans with families and allied health and wellbeing professionals for each student. Staff aim to provide students with the skills, knowledge and values necessary for success. The school works closely with families and stakeholders to discover and develop the potential of every child in a safe, engaging environment.

Newcastle Senior School in 2024 had 40 students across 7 classes and delivered programs that support wellbeing via the use of the hydrotherapy pool, outdoor gym equipment, sensory play equipment, art therapy and music programs. The delivery of academic growth is supported through our use of the Award Scheme Development and Accreditation Network. It provides curriculum programs to help young people develop knowledge and skills for learning, work and life. Our Chances program offers work experience opportunities to assist in gaining skills for post-school work.

The 2024-2027 strategic improvement plan has been developed after a comprehensive situational analysis has been conducted. The preparation of the strategic improvement plan and situational analyses involved genuine consultation with staff, parents, students and stakeholders of our school community. Through our situational analysis, we have identified a need to use data-driven practices that ensure learning goals for students are informed by student progress and achievement. The implementation of the Inclusive Assessment Program 2024-2027 will be informed by teacher data skills and use. Data-driven practices will also be utilised to ensure a planned approach which results in measurable improvements in wellbeing, engagement and conditions for learning. Newcastle Senior School aims to improve its community perception to be recognised by the community as being a learning environment that has high expectations, strong collaborations and effectively caters for a range of equity needs.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students have a strong foundation in literacy, communication and numeracy enabling confidence in their ability to learn and adapt, we will continually challenge them to learn and improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Assessment for student growth and attainment

Resources allocated to this strategic direction

Location

Professional learning

SSP supplementary funding

Summary of progress

In 2024, Newcastle Senior School focused on building staff capacity in analysing, interpreting, and evaluating student communication data. To support this goal, we undertook several activities, including forming a staff assessment team, surveying staff for their abilities in using assessment tools, researching high-quality professional learning opportunities, and refining the whole school assessment schedule. As a result of these efforts, 100% of staff have successfully used assessment tools effectively to analyse, interpret, and evaluate student communication data, which has led to increased student achievement. Looking ahead to next year, our focus will be on using student assessment data to build on our existing knowledge and support the development of emerging skills.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Data skills and use Newcastle Senior School engages in professional learning and discussion that builds capacity in the analysis, interpretation and evaluation of student communication data.	All staff members looked closely at student communication data to see how students are doing and where they can improve. The assessment and data team was vital in sourcing training that met our staff's needs. As a result, every staff member used assessment data to help students improve. This allowed teachers to see what each student needs and change their teaching methods accordingly. Overall, this teamwork has made our data-driven approach stronger, leading to better teaching and better learning experiences for students.
Whole school practices Newcastle Senior School collaboratively develops a whole school consistency of practice and procedures in assessment, data collection and use.	This year, the assessment and data team worked together to create consistent practices for assessment, data collection, and how we use that data across the whole school. They updated the assessment schedule to make sure that every student was assessed using the same tools. Because of this work, we saw a 42% increase in our communication data. This improvement shows our commitment to strengthening our assessment processes and helping our students succeed.
Improved reading outcomes All students achieve improved literacy outcome evidenced by school-based data.	By looking closely at communication data, the staff were able to improve reading programs that meet the specific needs of all students. The assessment and data team checked the test results each semester and made adjustments where necessary. As a result, we achieved a 26% improvement in literacy outcomes for our students.
Improved numeracy outcomes All students achieve improved numeracy outcomes evidenced by school-based data.	This year, we focused on improving our students' numeracy skills. Our staff analysed individual student data to develop high-quality math programs that meet our students' needs. The assessment team reviewed test results each semester, which helped us monitor our progress. Because of these efforts,

<p>Improved numeracy outcomes All students achieve improved numeracy outcomes evidenced by school-based data.</p>	<p>we've seen a 16% increase in math skills among all our students.</p>
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Strategic Direction 2: Living essentials

Purpose

To ensure that students and staff are able to connect, succeed and thrive as effective members of society.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Living essentials

Resources allocated to this strategic direction

Socio-economic background
Professional learning

Summary of progress

Our focus for 2024 was to create inclusive programs that help our students find appropriate pathways for life after school. This included setting high expectations for attendance and putting strategies in place to encourage student voice and agency. Staff members worked together and engaged with various professionals to build their knowledge and skills in these areas. Everyone contributed to strategic initiatives, which helped create a shared responsibility for student success. As a result, we have developed a plan to support student voice and agency, ensuring students have access to suitable post-school pathways. Next year, we will focus on creating processes to gather information about students' interests and goals to guide how we help them engage with post-school pathways.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Pathways The school uses student interests, strengths and goals to inform strategies that increase student voice and agency.	The student voice team successfully developed key action areas to enhance student voice and agency. They effectively collaborated with external department agencies to provide valuable feedback on future tools for measuring student wellbeing. As a result, teachers are starting to implement strategies that focus on amplifying student voice both in the classroom and in the playground. Additionally, the living essentials team is working on a functional skills assessment to support students' transitions to post-school pathways. Every student has completed an Essentials for Living quick assessment, which helps in the development of essential life skills needed for accessing appropriate pathways after school.
Attendance High expectations of Attendance Matters established, with partnerships with community, teachers and students in place.	All the teaching staff took part in training about the importance of attendance, which was led by the Home School Liaison Officer. Each classroom has attendance folders that include roll marking procedures, absence codes, and attendance policies to help set high expectations for student attendance. Both executive and teaching staff keep an eye on students who might have attendance issues and work with the right people to offer support. Looking ahead, we plan to provide staff training on how to communicate about the importance of attendance and how to have a positive conversation with the wider community.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$43,933.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newcastle Senior School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Living essentials <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the area of wellbeing were evidenced by increased engagement and reduced student negative incidents throughout the year. Funds went towards the employment of two additional SLSO's to support students' health, hygiene, wellbeing and learning . Teachers have been able to focus on explicit teaching and collecting and analysing data to identify data strategies to support student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of wellbeing programs with the employment of an extra SLSO will be used to support student wellbeing and engagement in the classrooms and beyond.</p>
<p>Aboriginal background</p> <p>\$4,567.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newcastle Senior School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency. • employment of specialist additional staff (LaST) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: Students have increased knowledge of Aboriginal culture by engaging in authentic learning opportunities. Student engagement and improvement are evident through willingness to participate, ability to recall information using visuals and other learning supports.</p> <p>After evaluation, the next steps to support our students will be: NSS will continue to employ a specialised Aboriginal education provider to deliver high quality, authentic and valuable Aboriginal education. Indigenous students will continue working towards genuine cultural goals within Aboriginal education programs and embedded teaching practices.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to Newcastle Senior School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Assessment for student growth and attainment <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$647.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • teacher release to attend cross-school meetings. <p>The allocation of this funding has resulted in the following impact: Teachers were released for a period of time to attend cross-school meetings to improve assessment outcomes for all students. The assessment team was able to review and plan for ongoing appropriate assessments for students as they move from Kinder through to Year 12. Plans to share information across sites has begun and data utilised to plan for student growth in all areas.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of teacher release across sites is planned for future years to ensure consistency of data and planning for improving student outcomes as they progress through our three sites.</p>
<p>Professional learning</p> <p>\$18,574.46</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 procedures at Newcastle Senior School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Assessment for student growth and attainment • Living essentials <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning provided during staff and stage meetings with focus on correct School Bytes role marking procedures and tracking patterns in absences led by executive staff member. • Professional learning provided during staff and stage meetings with focus on correct School Bytes role marking procedures and tracking patterns in absences led by executive staff member. <p>Home school Liaison officer provided professional learning to teaching staff focusing on the importance of accurate roll marking and following up absences.</p> <p>The allocation of this funding has resulted in the following impact: All teaching staff are marking roles accurately and following up unexplained absences promptly. Patterns in absences are tracked, and the school is working closely with parents and carers to address issues and implement appropriate supports to improve attendance.</p> <p>After evaluation, the next steps to support our students will be: Staff confidence and accuracy in role marking will be monitored and follow-up of absences continued. Future professional learning will focus on staff capacity in assisting and supporting parents to increase attendance of students with declining or patterns of absence.</p>
<p>SSP supplementary funding</p> <p>\$225,928.73</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Newcastle Senior School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Assessment for student growth and attainment • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs. • release time to engage staff in professional learning. / release time for staff to supervise excursions. • additional staffing to improve curriculum implementation. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in improved student achievement</p>

<p>SSP supplementary funding</p> <p>\$225,928.73</p>	<p>in personal learning goals, increased capacity of staff knowledge and the ability to support students to grow and attain new skills. Personalised resources were developed and implemented to support the individual needs of students to improve outcomes and engagement.</p> <p>After evaluation, the next steps to support our students will be: Newcastle Senior School will continue to employ additional staff to support the delivery of curriculum and inclusive education. Students will continue to receive individualised instruction and resources to improve outcomes and the achievement of personal learning goals.</p>
<p>Small group tuition (SGT)</p> <p>\$8,165.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Newcastle Senior School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • specialist teacher engaged to work across all classes to increase student independence, wellbeing and communicative skills. <p>The allocation of this funding has resulted in the following impact: Improved literacy outcomes have been noted as students request more, less, louder and softer, when turn taking in music therapy. Music therapy has demonstrated an increase in engagement with all students attending music this year.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of the music therapy program will continue in future years to support our complex learners to be more engaged in lessons and increase their vocabulary.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	30	28	27	31
Girls	9	9	9	9

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

9 students graduated from Year 12 in 2024. 4 students moved onto community participation programs; 5 students have 1:1 supported programs in the home in addition to supported participation in community programs.

Year 12 students attaining HSC or equivalent vocational education qualification

9 students attained their 2024 HSC LifeSkills.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Assistant Principal(s)	3
Classroom Teacher(s)	4.79
Teacher Librarian	0.2
School Administration and Support Staff	9.42
Other Positions	1.08

*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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	834,011.16
Revenue	3,166,933.82
Appropriation	3,105,436.58
Sale of Goods and Services	23,542.32
Grants and contributions	10,330.35
Investment income	27,624.57
Expenses	-3,292,042.72
Employee related	-2,995,321.27
Operating expenses	-296,721.45
Surplus / deficit for the year	-125,108.90
Closing Balance	708,902.26

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

Financial summary - Equity loadings

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

	2024 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	48,502
Equity - Aboriginal	4,568
Equity - Socio-economic	43,934
Equity - Language	0
Equity - Disability	0
Base Total	2,751,758
Base - Per Capita	18,386
Base - Location	647
Base - Other	2,732,724
Other Total	388,469
Grand Total	3,188,729

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.

Parent/caregiver, student, teacher satisfaction

Newcastle Senior School does not have a formal or established Parents and Citizens group. However, parents maintained an ongoing relationship with the school through daily communication with their child's class teacher via a communication book that focused on the child's well-being and learning. Furthermore, every parent and carer played an active role in developing individual learning, health care, and behaviour support plans. These plans were reviewed biannually and updated following any changes in circumstances, incidents, or consultations as necessary. Students' achievements were documented in biannual reports.

The Newcastle Senior School Facebook page served as a vital tool for ongoing connection and communication between the school and families. Given that nearly all students relied on assisted school transport, many parents found it challenging to attend school events or access the school directly. This platform provided continuous updates and information to the school community. Since its establishment in 2017, the use of social media to communicate about school events and share important information has grown significantly.

Results from the Tell Them From Me survey indicated above-average performance and parent satisfaction regarding school leadership, collaboration, learning culture, inclusivity, and parent involvement. The focus for improvement in 2025 will be the ongoing use of data to inform practice.

In 2024, the school continued to prioritise student voice. Communication boards and devices were utilised to enhance this aspect, and a student visual survey (available in both paper and interactive formats) was developed to gather feedback on students' school experiences. This data informed improvements in practice, student engagement, and access to programs.

Teacher satisfaction was assessed through the People Matters Survey and the Tell Them From Me Survey. The results indicated a desire among staff for additional support in data collection and analysis to inform practice, as well as assistance in managing challenging behaviours. Overall, the findings revealed improvements in staff satisfaction regarding work health and safety, learning culture, quality of feedback, and use of technology. Staff reported feeling supported by management.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.