

# Kempsey High School

## Annual Report



2016



8123

## Introduction

The Annual Report for **2016** is provided to the community of **Kempsey 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 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.

Mick Eller

Principal

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6562 6166

## School background

### School vision statement

At Kempsey High School all students will be successful learners and will learn in an environment of respect, cooperation and fairness. Students will be safe, trusted, valued and supported by staff. Teachers will provide meaningful learning tasks that cater to students' developing needs. The school will provide quality learning resources and professional learning for the staff. It will enable parents, carers and community agencies to support student learning. The school will recognise the efforts and achievements of its students, parents and staff.

### School context

Kempsey High School has been located on its present site at latitude –31.1 and longitude 152.8 since 1930. The school enrolled 451 students in 2016 which included 137 (30%) Aboriginal students. 121 students (27%) were enrolled in Years 11 and 12.

The school serves public education students from across the Macleay Valley, principally those that live north and west of the Macleay River including those that reside in and around West Kempsey, Frederickton, Willawarrin and Bellbrook.

In 2016 the school had an ICSEA (Index of Community Socio–Economic Advantage) of 859 and a FOEI (Family Occupation and Education Index) of 157. These indices reflect the financial pressures of many of the school's families. In 2016, 71% of families were in the bottom income quartile and 91% of families were in the bottom half of the four income quartiles.

Kempsey High School is one of two public high schools that make up the 19 member Macleay Public Schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

#### Learning:

Lifting student engagement was seen as a key priority. The number of N Award warning letters issued to students was seen as a key indicator of student academic engagement. In 2017, the school will seek to reduce the number of N Award letters issued to students by monitoring student progress with assessable tasks and contacting parents to inform them that students are being referred for academic support through the Key Learning Area Assessment Support (KLAAS) program and the homework centre. The school will also restructure the Learning Support Team to enable the school to support more students with attendance and wellbeing issues. In 2017, the school will also seek to lift Aboriginal student engagement, attainment and retention through the Junior Aboriginal Education Consultative Group (Junior AECG), Clontarf Academy and the Girls Academy.

#### Teaching:

The analysis of student literacy data (see NAPLAN pages 15–19) requires a re–energised focus on lifting reading and writing outcomes. In 2017, it is planned to test all junior students through the Lexia reading program, using this to place students on the Literacy Continuum. Targeted teaching of particular skills is planned using the Reading at Kempsey (RAK) program supported by teacher professional learning, the skills of which will transfer to other teaching – learning programs. Planning for the development of a whole school writing program will also occur in 2017, beginning with the analysis of assessment / student performance data through teacher collaborative evaluations of teaching – learning programs.

#### Leading:

Extensive executive discussion in 2016 left the key priority of building the instructional leadership capacity of the school's

leaders intact. The principal will develop changed work practices to support building the leadership capacity of other leaders in 2017 through coaching and use of the Positive Outcomes process. The focus of this work will involve building leader capacities to align student needs (as described through data analysis), faculty teaching program evaluations, faculty plans, the implementation of teacher performance and development plans and departmental, school and faculty policies and procedures.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Student learning is maximised through use of formative assessment.

### Purpose

This first strategic direction seeks to put in place a key element of quality teaching which evidence shows will have the biggest impact on improving student learning outcomes.

This element involves teachers and students providing feedback to each other about students' learning during (rather than at the end of) teaching and learning activities and using this feedback to improve teaching and learning. It provides a process to review diverse student needs, increase expectations, produce a more differentiated curriculum and deliver it with high levels of planning, routines, management and explicit teaching.

### Overall summary of progress

Interventions for students with poor attendance were increased and intensified through the Learning Support Team. The Clontarf program was commenced for Aboriginal boys. Attendance improvements were achieved for students in Year 10 but not for other years. Teaching staff continued to receive a collection of student performance data from the School Measurement, Assessment and Reporting Toolkit (SMART). Year 9 NAPLAN means were higher than the 2012–2015 school means in all areas, topping 14.8 points for writing. PLPs were completed for 68% of Aboriginal students. Six HSC courses received means above the state average, the highest number ever.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
First semester 2016 attendance above 81.6%	First semester attendance fell by 3.7% to 78.4%.	\$51,010.
2016 Year 9 mean scaled NAPLAN scores higher than the 2012–2015 average growth in state scaled scores (Year 7 – Year 9).	Year 9 NAPLAN mean growth scores were above the state means in Spelling (5.2) and Grammar and Punctuation (4.9) and below the state means in Reading (–1.1) and Numeracy (–6.4). No growth scores were available for Writing because the type of writing response required in 2016 was different to that required in 2014.	\$52,164
Three or more 2016 HSC course means above state average.	The school mean for Agriculture was 71.96 compared with the state mean of 71.49.  The school mean for Music was 82.85 compared with the state mean of 80.91.  The school mean for Personal Development, Health and Physical Education was 74.80 compared with the state mean of 72.13.  The school mean for Business Services examination was 75.4 compared with a state mean of 72.41.  The school mean for Construction examination was 74.4 compared with a state mean of 73.16.  The school mean for Primary Industries was 80.93 compared with a state mean of 74.20.	\$145,155
2016 PLP completions reach 60%	At 2/9/16, 98 (or 68%) of PLPs had been completed for Aboriginal students.	\$5,214

## Next Steps

In 2017, a restructured Learning Support Team will intensify interventions for students with low attendance including higher levels of contact and feedback for parents and carers. The testing of students' reading and the plotting of this data on the Literacy Continuum will support more explicit reading instruction and give focus to teacher professional learning about reading.



## Strategic Direction 2

High quality teaching is delivered in a supportive learning environment.

### Purpose

This second strategic direction recognises that the most important factor that the school can influence to maximise student learning is the quality of the teaching.

It strives to embed professional learning with colleagues into the day-to-day work of all staff.

It uses structured, challenging, stimulating and evaluated teaching – learning programs.

It seeks to make available quality teaching resources including technology in safe, aesthetically pleasing learning spaces.

### Overall summary of progress

Financial savings have supported increased investment in teaching and learning resources, particularly in technology. Large expenditure is anticipated for capital items that will improve the availability of teaching resources. Despite setbacks in the delivery of the Embedding Formative Assessment program to teachers, these were overcome and a restructure of the program will enable its continuation in 2017. Opportunities for collegial professional learning increased in 2016, particularly with the formation of the STEM team. Planning for coaching in the explicit teaching of reading progressed in 2016 to align with the Lexia reading initiative beginning in 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Expenditure shift from administration to teaching and learning.	Compared with 2014, Administration savings not including salaries were \$12,012 (26.3%) in 2015 and a further \$1,859 (5.5%) in 2016. This totalled \$13,871 (30.4%).  Compared with 2014, utilities savings were \$32,846 (21.9%) in 2015 and a further \$18,123 (15.4%) in 2016. This totalled \$50,969 (33.9%).  Together the savings in 2015 and 2016 totalled \$64,840 (33%).	\$511
Increase in quantity and quality of coaching, professional learning, observation and evaluation with school colleagues.	The quantity of coaching increased. The evaluation of the quality of coaching required the elements of quality coaching to be identified.	\$11,480
Positive feedback about collegial professional learning & observation / evaluation.	Feedback was positive about collegial professional learning in relation to its utility of solving teaching and programming issues in the school context.	\$19,908

## Next Steps

A greater time commitment will be made in 2017 to deliver school-based collegial professional learning for teachers. The STEM team will expand its work and membership. Coaching about the explicit teaching of reading using the Lexia program will begin in 2017. The Embedding Formative Assessment course will resume.





### Strategic Direction 3

Leaders become better Instructional Leaders.

#### Purpose

This third strategic direction seeks to build the Instructional Leadership capacity of the school's leaders.

Instructional Leadership refers to the actions which leaders at all levels take to bring about improvements in student learning. It encompasses staff professional learning, supportive and collaborative relationships and structures, team work, professional reflection and feedback.

It aligns with and complements the other two strategic directions. Indeed, the other two strategic directions rely on the conscious instructional leadership actions of the school's leaders.

#### Overall summary of progress

There was an increased emphasis among teacher leaders on aligning teachers' performance and development plans (PDPs) to the Teaching Standards. The inclusion of school-based collegial professional learning strategies received increased emphasis in 2016. The interruption to the delivery of the Embedding Formative Assessment course restricted the expansion of the use of formative evaluation to improve student learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Alignment of the school's vision for student learning with the purpose of staff Performance and Development Plans and formative evaluation data.	Generally broad alignment was achieved between the school's vision for student learning and teacher Performance and Development Plans and teaching program evaluations.	\$36,351
Audit indicates that information fed back during formative evaluation is used to improve further student learning.	The professional learning about formative evaluation processes was not sufficiently advanced to enhance specific student learning improvements, except those improved through the regular longer term cycle of program evaluation.	\$7,177

#### Next Steps

Changed work practices to incorporate more coaching is expected to build the leadership capacity of other leaders in 2017. As indicated in previous commentary arising from use of the School Excellence Framework, this work will involve analysis of student performance data and use of faculty teaching program evaluations to give focus to faculty plans that produce improved student learning outcomes. A closer alignment between student needs and Teacher Performance and Development Plans will be sought, particularly in relation to student reading and writing needs.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal background funding has enabled the school to:</p> <ul style="list-style-type: none"> <li>strengthen partnerships and promote genuine collaboration between the school, Aboriginal families, the Macleay Valley Local AECG and Aboriginal community organisations. 67% of Aboriginal students have Personalised Learning Pathway plans, an increase of 38% from 2015.</li> <li>lift support for Aboriginal students at key transition points (including Year 6 to Year 7, Year 10 to Years 11 and 12 and from school to work / further study).</li> <li>increase the attendance of Year 10 Aboriginal students by 10.3% in semester one and 6.5% in semester 2.</li> </ul> <p>The total Aboriginal students' attendance was 10.5% below the attendance for all students in semester one 2016. The semester one attendance for Aboriginal boys and girls was between 4.7% and 11.7% below the attendance of all students.</p> <p>Compared with Year 7 (2014), Year 9 Aboriginal students' growth in reading was 45.6 (12.1 above the state average growth for Aboriginal students); 36.6 for spelling (8.4 above the state average growth); 14.6 for grammar and punctuation (15.4 below the state average growth) and 31.7 for numeracy (11.0 below the state average growth).</p> <p>The number of warning letters issued to Year 11 and 12 students is an indicator of student engagement. Warning letters are issued by the class teacher when a class or assessment task is not completed. The following data is for semester one of 2016.</p> <p>In Year 11, Aboriginal students represented 18% of the Year 11 enrolment. Two Aboriginal students (or 3%) received semester 1 warning letters issued in Year 11. The average number of warning letters per student in Year 11 was 0.8. The average number of warning letters per Aboriginal student in Year 11 was 0.36.</p> <p>In Year 12, Aboriginal students represented 17% of the Year 12 enrolment. Three Aboriginal students (or 7%) received semester 1 warning letters issued in Year 12. When in Year 11, this cohort represented 20% of the enrolment and received 45% of warning letters. The average number of warning letters per student in Year 12 was 0.74. The average number of warning letters per Aboriginal student in Year 12 was 0.91. This was a decrease of 1.75 letters compared with the same cohort in 2015 (Year 11).</p> <p>It is concluded that:</p> <ul style="list-style-type: none"> <li>Year 11 Aboriginal students received a smaller proportion of warning letters in semester 1 of 2016 than non Aboriginal</li> </ul>	<p>AEO \$61,485</p> <p>Clontarf \$39,375</p> <p>Individual Sponsorship \$45,177</p> <p>Personalised Learning \$35,468</p> <p>KHARE \$45,145</p> <p>Total: \$226,650</p>

<b>Aboriginal background loading</b>	<p>students.</p> <ul style="list-style-type: none"> <li>Year 12 Aboriginal students received less warning letters per student than when they were in Year 11 (a decrease of 1.75 letters per Aboriginal student).</li> </ul> <p>Fifteen teaching staff continued the 8 Ways of Aboriginal Learning program.</p>	<p>AEO \$61,485</p> <p>Clontarf \$39,375</p> <p>Individual Sponsorship \$45,177</p> <p>Personalised Learning \$35,468</p> <p>KHARE \$45,145</p> <p>Total: \$226,650</p>
<b>Low level adjustment for disability</b>	<p>Low level adjustment for disability funding has provided support to:</p> <ul style="list-style-type: none"> <li>engage students and their parents/carers in collaborations to personalise learning and provide support that reflects student needs.</li> <li>increase the level of students' participation and engagement in learning.</li> <li>improve students' learning outcomes.</li> <li>enhance students' access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services, and</li> <li>increase the effectiveness of classroom and school organisation.</li> </ul> <p>Sixty-two students received support through low level adjustment for disability funding. Many of these students were placed in the school's three comprehensive classes which use a home room / home teacher model with support from Student Learning Support Officers.</p> <p>Students were supported to join Technology (Mandatory) classes in Years 7 and 8 and elective classes in Years 9 and 10. Various work education and community service programs were offered, particularly for those soon to transition to work including recycling, community service and the Red Onion Café.</p> <p>Individual learning programs were devised for these students with emphasis placed on improving academic performance and gaining living and social skills. The programs increased students' participation and engagement in learning, raised their learning outcomes and supported teachers in recognising and responding to students' additional learning needs.</p>	<p>Tutors: \$51,896</p> <p>Learning &amp; Support Teachers (LaSTs): \$193,840</p> <p>additional LaST: \$10,050</p> <p>KHARE: \$18,748</p> <p>total: \$274,534</p>
<b>Socio-economic background</b>	<p>Socio-economic funding has enabled the school to provide the Enterprise Centre (years 11 and 12) and three comprehensive classes (years 7–10) in the Learning Faculty. Both initiatives use a home classroom structure, teachers teaching across the curriculum and School Learning Support Officers.</p> <p>Both of these initiatives have consistently lifted the school's retention rate and maintained the quality of school life for students above state averages.</p>	<p>Enterprise Centre: \$157,385</p> <p>Learning Faculty: \$254,603</p> <p>Excel Teachers: \$80,401</p> <p>Excel Tutors: \$45,507</p> <p>Quicksmart Program: \$4,113</p> <p>Student Assistance:</p>

<p><b>Socio-economic background</b></p>	<p>The Year 10–12 retention rate for students in the Enterprise Centre averages above 90%. Two previous Quality of School Life (QSL) surveys demonstrated that students in the comprehensive classes and the Enterprise Centre scored higher on the QSL than Kempsey High students generally (by 6% 11%) and scored higher than the state average. Superior results were achieved for the comprehensive classes and the Enterprise Centre classes in the 2015 Tell Them From Me Survey, particularly in the areas of effective learning time, relevance and rigour of classroom instruction, positive teacher–student interactions, positive learning climate and expectations of success.</p> <p>Overall, these initiatives improved the quality of teaching and learning and increased the level of students' participation and engagement in learning.</p> <p>The provision of an after school homework and tutorial centre for 1.5 hours on two afternoons per week with transport provision to the students' homes is consistently referred to positively in evaluations. In 2016, 75 students attended at least once. There were 194 individual visits to the Homework Centre in 2016 with an average of 2.6 visits per student.</p> <p>The school's value-added literacy results provide evidence of the effectiveness of the Multi-Lit and Quicksmart programs that were provided through the additional lessons in literacy and numeracy (4 per week in year 7 and 3 per week in year 8). These include above state average mean growth in Year 9 Spelling (5.2), Grammar and Punctuation (4.9) and close to state average growth in Reading (–1.1).</p>	<p>\$10,106</p> <p>Homework Centre: \$19,894</p> <p>KHARE: \$18,488</p> <p>Total: 590,497</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	260	245	234	235
Girls	219	225	208	216

Student enrolments declined in 2016 to 451. In 2016, 121 students were enrolled in Years 11 and 12. 30% of students were of Aboriginal descent, a decrease of 3% since 2015.

The Mobility Rate records the numbers of students who enrol and leave the school during the year, apart from enrolling year 7 students, graduating year 12 students and students leaving when they turn 17. The inwards mobility rate was 13.7% (62 students), the outwards mobility rate was 20.8% (94 students) and the total mobility rate was 34.6% (156 students).

## Student attendance profile

School				
Year	2013	2014	2015	2016
7	82.6	86.2	86.2	84.6
8	76.8	82.5	81	79.7
9	73	81.3	84.3	75.4
10	73.6	74.2	75.9	77.8
11	71.2	77.2	82.2	71.2
12	74.6	84.9	86.8	84.2
All Years	75.5	80.8	82.1	78.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

## Management of non-attendance

Student non-attendance was reviewed by the Learning Support Team in 2016. The team designed interventions to assist in increasing the attendance of students with chronically low attendance.

## Retention Year 10 to Year 12

There were 51 Year 10 students enrolled at the end of Year 10. 62 students commenced Year 11 in 2015. 49 students completed Year 12. The raw retention rate for Year 10 to Year 12 is 79% (using the commencement Year 11 figure).

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	9
Employment	0	4	37
TAFE entry	0	4	9
University Entry	0	0	28
Other	3	4	0
Unknown	1	10	4

## Year 12 students undertaking vocational or trade training

85% of Year 12 students undertook at least one vocational or trade training course in their HSC pattern of study.

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

92% (49) of students beginning year 12 (54 students) completed it to gain the Higher School Certificate or an equivalent trade qualification.



## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	23.3
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.78
Other Positions	7.4

\*Full Time Equivalent

At Kempsey High School, six staff are of Aboriginal descent.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	6

### Professional learning and teacher accreditation

Teacher professional learning was undertaken in four modes:

1. Five School Development Days which comprised:
  - January 2016: Staff training included the emergency evacuation procedures and an update on child protection.
  - April 2016: Staff training included the Literacy K–10 Continuum and evaluating and writing teaching – learning programs.
  - July 2016: A combined school development day with the staff of the 19 Macleay Public Schools. The keynote topic was “Future Leaders” presented by renowned educational speaker, Mr Ian Lillico. Staff elected to participate in a selection of workshops including formative

assessment, iPads, robotics, children in trauma, Dunghutti Cultural tour, teaching dyslexic students, teacher accreditation, 8 Ways Pedagogy, Positive Behaviour for Learning and teaching multi-stage classes.

- December 2016: Staff training included e–safety online training, e–emergency care, modules from the Classroom Teacher Program, Supervising Preservice Teachers and numerous programs from the Strong Start, Great Teachers professional learning framework for supporting the school–based induction for beginning teachers.

2. In–school collegial professional learning involved the STEM team, VET teachers, programming in special education, the Literacy Continuum, Year Advisers, food technology and drama. Experts visited the school to provide courses for staff in Youth Mental Health First Aid (15 teachers), timetabling (6 teachers), the second day of 8 Ways Training on Aboriginal Learning (7 teachers) and Creative Industries training.

3. Several teachers participated in Collegial Leadership Network meetings in Mathematics, Special Education, Technology, Aboriginal Education, PDHPE Teachers' Association, Careers Teaching, Learning Support, Deputy Principals, Girls Education initiatives and Library.

4. Apart from in–school collegial professional learning, 43 teachers undertook external professional learning about a variety of topics including Aboriginal Education (Stronger, Smarter Institute), Beginning Teachers, Construction VET course training, Educational Leadership, specific sports coaching, Environmental Education, HSC Textiles & Design, HSC Mathematics, Technology, Science, Geography, Career Education, Marine Studies, HSC English and History.

School staff provided professional learning to other teachers through the Agriculture Lighthouse Schools program.

The total expenditure on teacher professional learning was \$96,035 which comprised course fees \$27,603, teacher relief \$60,220 and travel \$8213.

During 2016, three teachers were engaged in the process of gaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers. Ten teachers were maintaining accreditation at Proficient stage of the Australian Professional Standards for Teachers.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	1 416 390.74
<b>Revenue</b>	7 385 837.26
(2a) Appropriation	7 148 181.47
(2b) Sale of Goods and Services	46 103.86
(2c) Grants and Contributions	179 621.03
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	11 930.90
<b>Expenses</b>	-6 864 452.34
Recurrent Expenses	-6 864 452.34
(3a) Employee Related	-6 114 621.81
(3b) Operating Expenses	-749 830.53
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	521 384.92
<b>Balance Carried Forward</b>	1 937 775.66

Under the Public Finance and Audit Act 1983, the principal is accountable for the management of the school's finances. The school utilises a number of internal controls that contribute to financial management. These include compliance with school financial requirements including receipting, banking and procurement, hierarchical controls, segregation of duties and control and monitoring of revenue and expenses within a planned budget. In 2017, the school will establish a finance committee to share decision making and to make recommendations.

The school's administrative savings, previous global budget supplementations and reimbursements from joint capital works funding applications are being saved for planned capital works comprising a covered outdoor learning area (COLA) for the school's two basketball courts, technology improvements, alterations to accommodate the Clontarf and Girls Academy programs, supplementation of programmed maintenance involving painting and new floor coverings, playground improvements, refurbishment of

the school library, redevelopment of the school farm, conversion of the senior COLA to a tiered drama facility and extensions to the auditorium.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 940 903.12
Base Per Capita	30 273.12
Base Location	4 097.36
Other Base	4 906 532.64
<b>Equity Total</b>	1 091 680.58
Equity Aboriginal	226 649.88
Equity Socio economic	590 496.57
Equity Language	0.00
Equity Disability	274 534.12
<b>Targeted Total</b>	650 942.56
<b>Other Total</b>	239 077.87
<b>Grand Total</b>	6 922 604.13

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

#### Year 7 Reading

The average **Reading** score of 488.1 was 7.8 points lower than the 2012–2015 school average of 495.9 and 47.3 points below the state average of 543.2. The average Year 5 (2014) to Year 7 growth was 46.3 which was 8.2 points higher than the state average growth.

#### Year 7 Writing

The average **Writing** score of 447.2 was 6.3 points lower than the 2012–2015 school average of 453.5 and 62 points below the state average of 515.5. Growth was unable to be measured because the type of writing response required in 2016 was different to that required in 2014.

#### Year 7 Spelling

The average **Spelling** score of 488 was 11.3 points lower than the 2012–2015 school average of 499.3 and 51.4 points below the state average of 550.7. The average Year 5 (2014) to Year 7 growth was 45.7 points which was 2 points higher than the state average growth.

#### Year 7 Grammar & Punctuation

The average **Grammar and Punctuation** score of 469.4 was 16.2 points lower than the 2012–2015 school average of 485.4 and 59.8 points below the state average of 545.2. The average Year 5 (2014) to Year 7 growth was 42.5 points which was 10.3 points higher than the state average growth.

#### Year 9 Reading

The average **Reading** score of 538.5 was 2.8 points higher than the 2012–2015 school average of 535.7 and 47.9 points below the state average of 583.6. The average Year 7 (2014) to Year 9 growth was 32.1 points which was 1.1 points lower than the state average growth.

#### Year 9 Writing

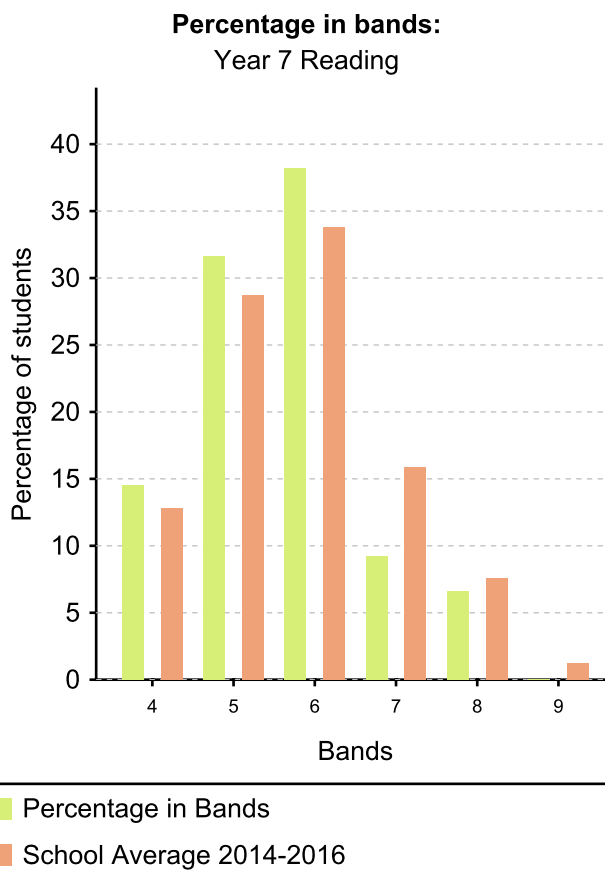
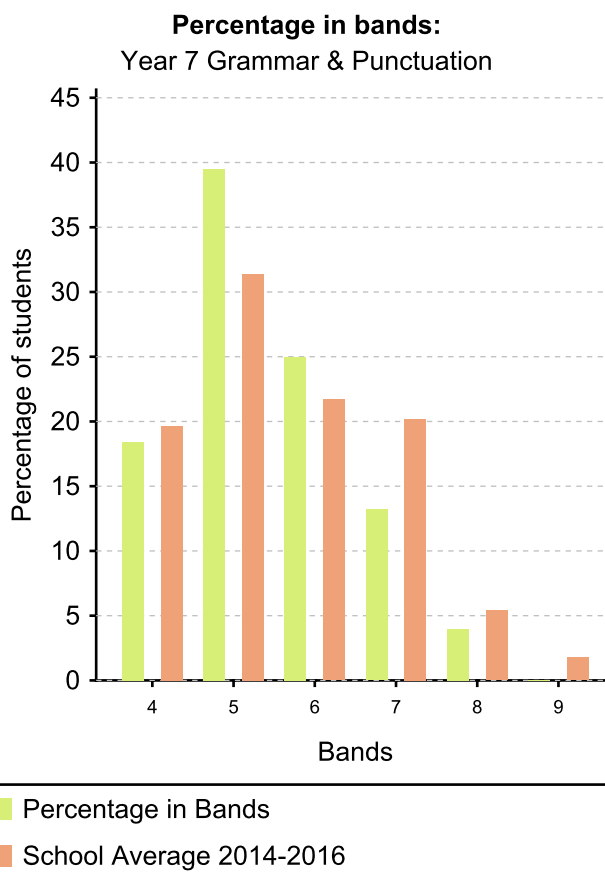
The average **Writing** score of 495.6 was 14.8 points higher than the 2012–2015 school average of 480.8 and 66.1 points below the state average of 546.9. Growth was unable to be measured because the type of writing response required in 2016 was different to that required in 2014.

#### Year 9 Spelling

The average **Spelling** score of 539 was 0.2 points higher than the 2012–2015 school average of 538.8 and 48.6 points below the state average of 587.4. The average Year 7 (2014) to Year 9 growth was 39 points which was 5.2 points higher than the state average growth.

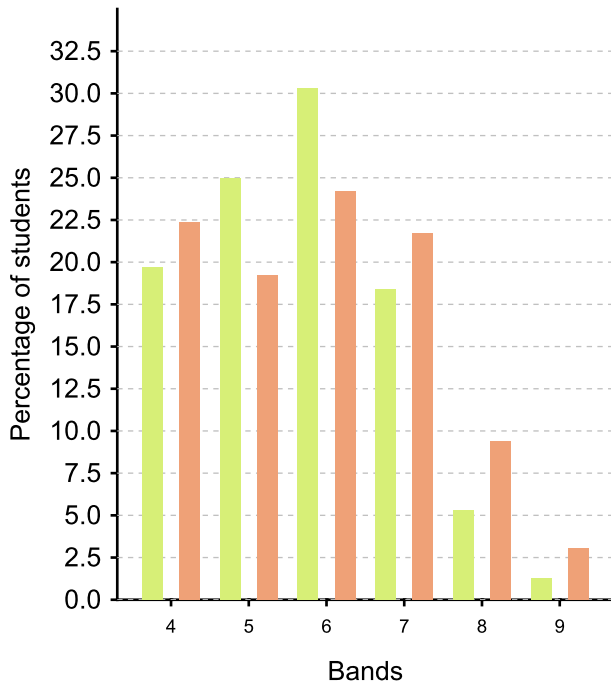
#### Year 9 Grammar & Punctuation

The average **Grammar and Punctuation** score of 531.6 was 8.7 points higher than the 2012–2015 school average of 522.9 and 49.5 points below the state average of 572.4. The average Year 7 (2014) to Year 9 growth was 26 points which was 4.9 points higher than the state average growth.



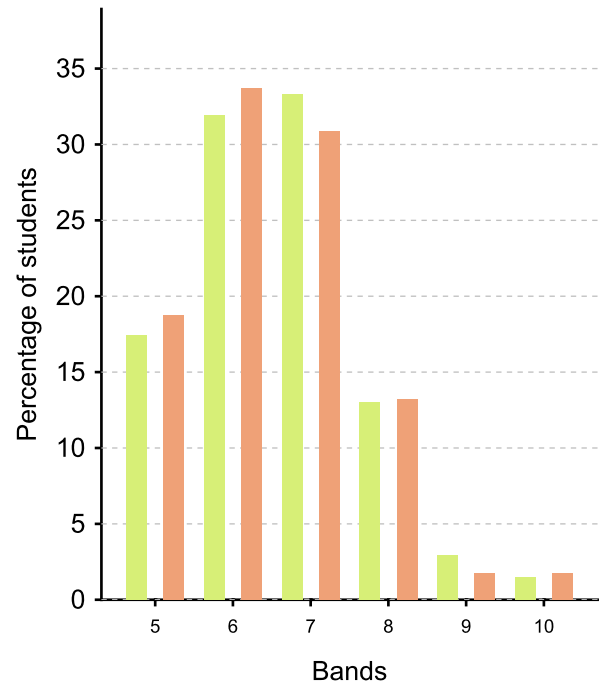


**Percentage in bands:**  
Year 7 Spelling



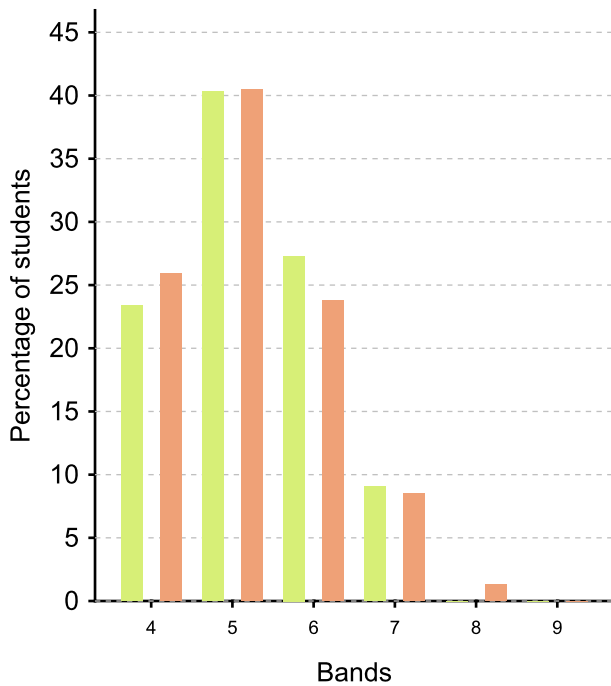
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Grammar & Punctuation



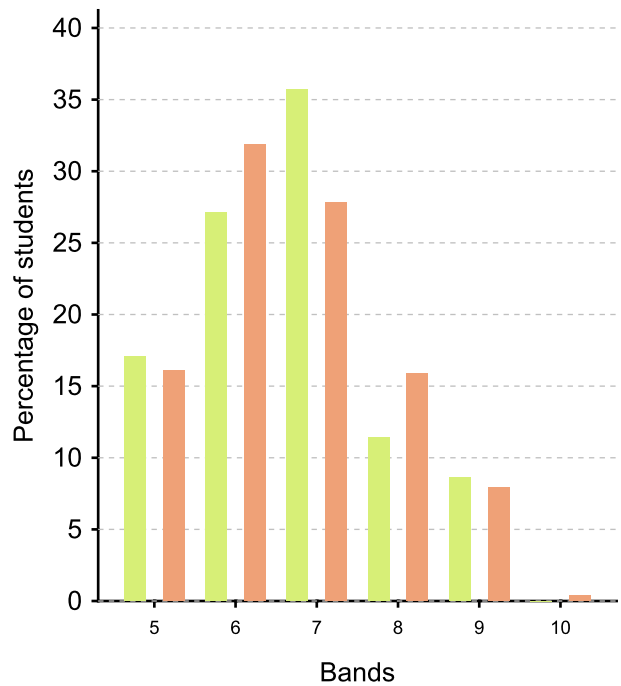
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 7 Writing



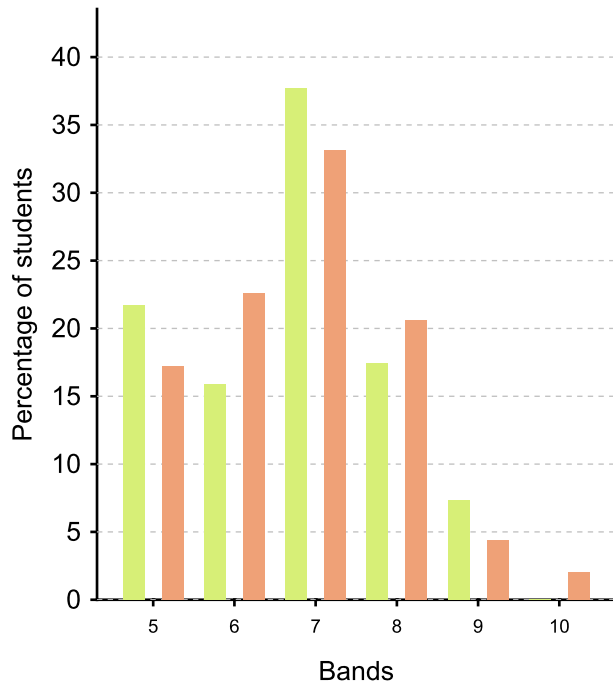
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Reading



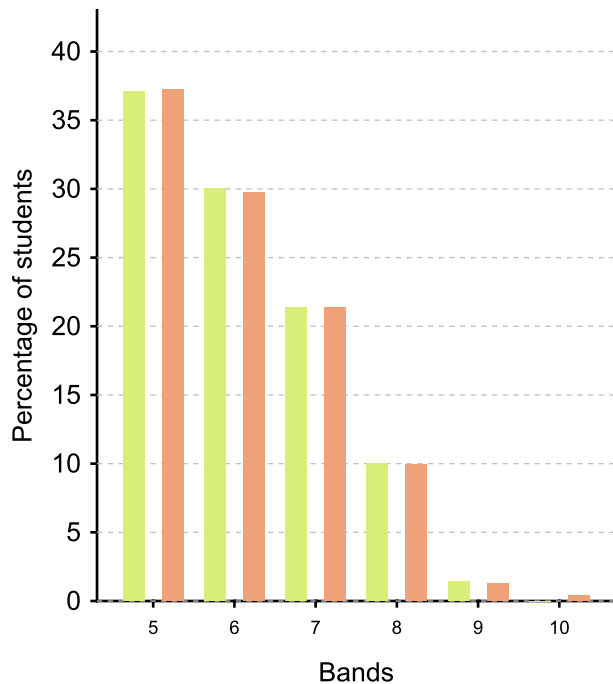
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Writing

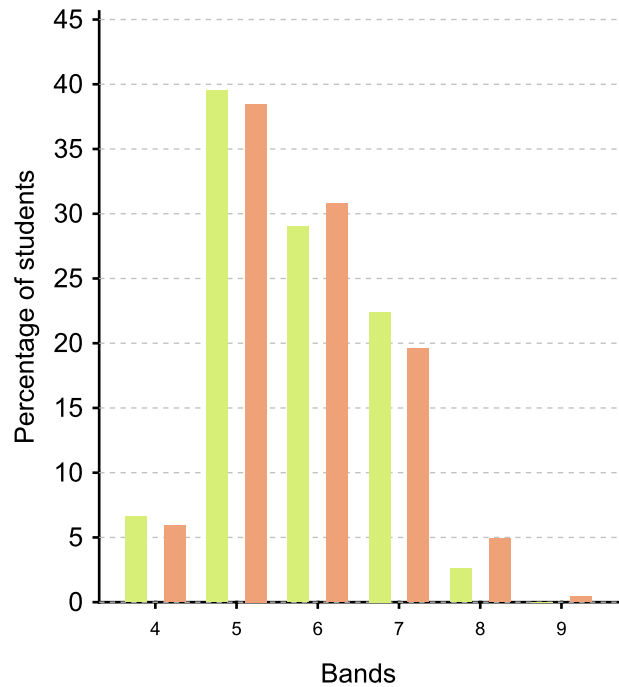


Percentage in Bands  
School Average 2014-2016

## Year 9 Numeracy

The average **Numeracy** score of 545.1 was 4.2 points higher than the 2012–2015 school average of 540.9 and 54.6 points below the state average of 595.5. The average Year 7 (2014) to Year 9 growth was 34.3 points which was 6.4 points lower than the state average growth.

**Percentage in bands:**  
Year 7 Numeracy

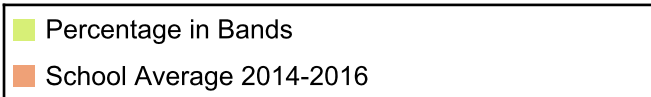
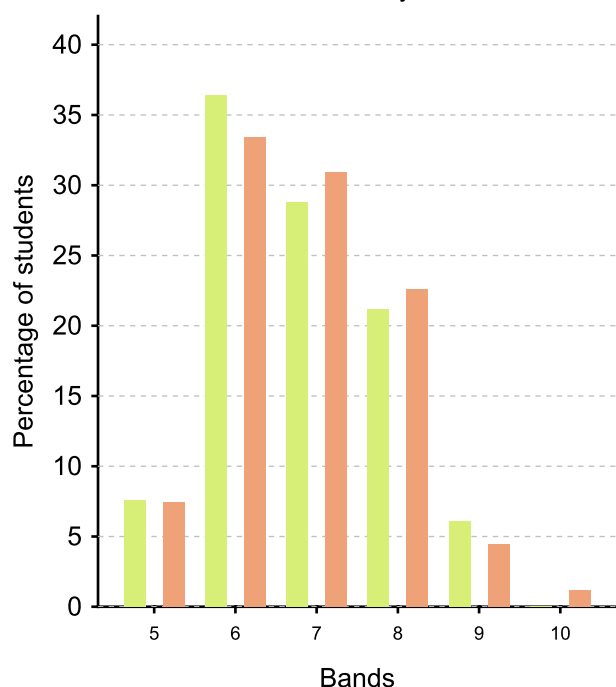


Percentage in Bands  
School Average 2014-2016

## Year 7 Numeracy

The average **Numeracy** score of 492.9 was 0.1 points higher than the 2012–2015 school average of 492.8 and 61.2 points below the state average of 548.9. The average Year 5 (2014) to Year 7 growth was 63.8 points which was 4.9 points higher than the state average growth.

**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In Year 7 Reading, 6.6% of all students scored in the top two NAPLAN bands. In Year 7 Numeracy, 2.6% of students scored in the top two NAPLAN bands.

In Year 9 Reading, 8.6% of all students scored in the top two NAPLAN bands. In Year 9 Numeracy, 6.1% of students scored in the top two NAPLAN bands.

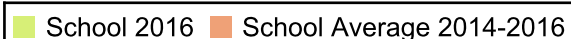
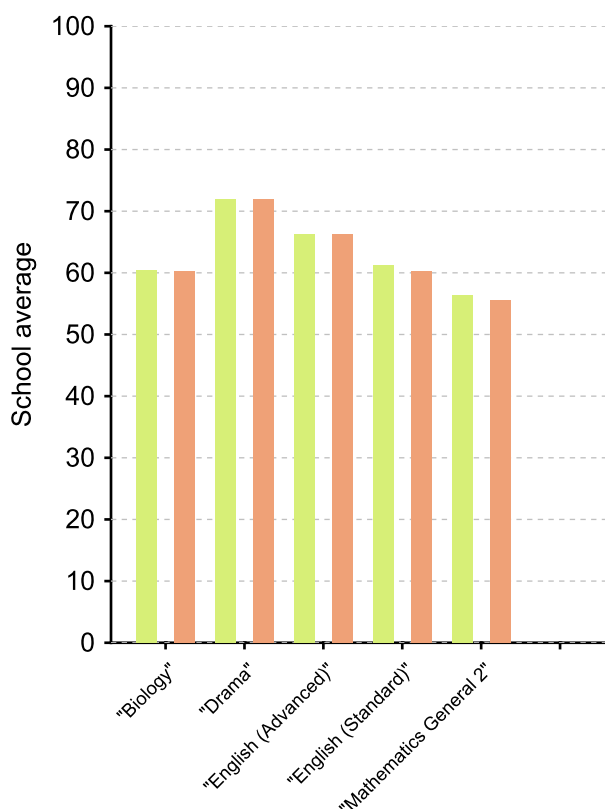
For Year 7 Aboriginal students in Reading, 5.3% of students scored in the top two NAPLAN bands. In Numeracy, 0% of students scored in the top two NAPLAN bands.

For Year 9 Aboriginal students in Reading, 5.6% of students scored in the top two NAPLAN bands. In Numeracy, 0% of students scored in the top two NAPLAN bands.



### Higher School Certificate (HSC)

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



Students in Year 12 2016 have been grouped into lower (bands 5, 6 and 7), middle (band 8) and higher (bands 9 and 10) groups based on their combined Year 9 NAPLAN Reading and Numeracy scores. The analysis is for the combined set of course results in all courses for all 2016 HSC students who also sat NAPLAN in Year 9 (2013). This analysis provides a whole school summary of progress for these three groups in terms of average difference from the State HSC cohort. Students in the low performing NAPLAN (2013 Year 9) bands scored  $-0.23$  (slightly below average progress). Students in the middle and high performing NAPLAN (2013 Year 9) bands scored  $-1.47$  and  $-2.81$  respectively (well below average progress).

# Parent/caregiver, student, teacher satisfaction

## Parent Survey

The online Partners In Learning Parent Survey received no responses so the survey was posted to 388 families with a business reply envelope in December 2016. 17 responses were received (a 4% response rate).

In the area of communication, parents felt:

- welcome when visiting the school (16) (1 unsure)
- teachers would inform them if there were concerns about their child's behaviour (10) (4 unsure)
- well informed of school activities (12) (2 unsure)
- teachers would inform them if their child was not making adequate progress (9) (4 unsure)
- they could easily talk with the principal (15) (2 unsure)
- informed about opportunities concerning their child's future (9) (6 unsure)
- activities were scheduled at times when they could attend (10) (5 unsure)
- reports were written in terms they understood (16) (1 unsure)
- they could easily talk with their child's teachers (11) (3 unsure)
- they were informed about their child's behaviour at school (10) (1 unsure)
- teachers listened to their concerns (10) (5 unsure)
- well informed about their child's progress in school subjects (9) (0 unsure)
- information from the school was written in clear, plain language (14) (3 unsure)
- they were informed about their child's social and emotional development (8) (3 unsure)
- the school's administrative staff were helpful when they had a question or problem (17) (0 unsure).

In the area of the school supporting their child's learning and behaviour, parents felt that:

- teachers showed an interest in their child's learning and behaviour (12) (3 unsure)
- teachers expected their child to pay attention in class (14) (2 unsure)
- teachers had high expectations for their child to succeed (11) (4 unsure)
- teachers maintained control of their classes (4) (11 unsure)
- their child was encouraged to do their best work (8) (5 unsure)
- teachers devoted time to extra-curricular activities (13) (3 unsure)
- teachers take account of their child's needs, abilities and interests (9) (4 unsure)
- their child was clear about the rules for school behaviour (16) (0 unsure)
- teachers expect homework to be done on time (13) (2 unsure)
- teachers expect their child to work hard (11) (4 unsure).

In relation to the school's responses to issues about bullying, inclusion and school safety, parents felt:

- their child felt safe at school (14) (0 unsure)
- their child felt safe going to and from school (17) (0 unsure)
- the school helps prevent bullying (12) (5 unsure)
- behaviour issues are dealt with in a timely manner (13) (4 unsure)
- teachers help students who need extra support (10) (4 unsure)
- staff create opportunities for students who are learning at a slower pace (9) (8 unsure)
- teachers try to understand the learning needs of students with special needs (10) (6 unsure)
- staff take an active role in making sure all students are included in school activities (10) (7 unsure)
- teachers help students develop positive friendships (12) (5 unsure).

Single comments were provided by parents who complemented the school on the abilities and attitude of particular staff; the promotion of individual students' abilities; the diverse opportunities available; agriculture; sport; marine studies; girls fitness; the administrative staff; communication; the quality of school reports; overall school discipline with understanding; levels of student involvement; the support given to students' learning; the school trying to meet every student's need; encouragement of children to do their best; the extra time teachers put in; approachability of the principal; clear school rules; responses to bullying; timely responses to parents; the encouragement of Aboriginality; and emotional support for students.

Single comments were made by parents who felt that the school needed to improve toilet cleanliness; the ability of a teacher to listen to the needs of their students; the accuracy of roll marking; timeliness of absence follow up; communication when a student is struggling; changes to timetabling of teachers to classes; communication with a year adviser; two disappointing HSC results; direct debit for payment of fees and excursions; teachers listening; timeliness of newsletters and website updates; opportunities for students who learn quickly; the need for a physical upgrade of the quadrangle; the capacity to directly email teachers; teachers noticing bullying before a student or parent has to report; non-agricultural subjects; parent-teacher relationships; opportunities for non-Aboriginal students; more communication – not relying solely on end of year reports; parents being active on the P&C and in volunteering; teachers understanding students and helping them 'the way they come across'.

## Student Survey

232 students completed the *Tell Them From Me* student survey in September 2016. The survey found that:

- 57% of students had a high **sense of belonging** (compared with 2015 – 56%, 2014 – 70%). The state norm is 66% (compared with 2015 – 67%, 2014 – 63%).
- 71% of students had **positive relationships** (compared with 2015 – 73%, 2014 – 75%). The state norm is 79% (compared with 2015 – 79%, 2014 – 77%).
- 68% of students **valued school outcomes** (compared with 2015 – 68%, 2014 – 77%). The state norm is 75% (compared with 2015 – 77%, 2014 – 71%).
- 20% of students said they had **truanted** (compared with 2015 – 17%, 2014 – 11%). The state norm is 9% (compared with 2015 – 8%, 2014 – 18%).
- 36% of students had **positive homework behaviours** (compared with 2015 – 28%, 2014 – 37%). The state norm for these years is 54% (compared with 2015 – 53%, 2014 – 42%).
- 76% of students had **positive behaviour** (compared with 2015 – 67%, 2014 – 81%). The state norm is 86% (compared with 2015 – 85%).
- 35% of students are **intellectually engaged** (compared with 2015 – 38%, 2014 – 52%). The state norm is 46% (compared with 2015 – 46%, 2014 – 46%).
- 23% of students were **interested and motivated** (compared with 2015 – 19%, 2014 – 22%). The state norm is 28% (compared with 2015 – 28%, 2014 – 25%).
- 53% of students **tried hard to succeed** (compared with 2015 – 55%, 2014 – 71%). The state norm is 67% (compared with 2015 – 67%, 2014 – 65%).

Students feel challenged in their English, Maths and Science classes and feel confident of their skills:

- 28% of students had scores showing high skills and high challenge (compared with 2015 – 31%, 2014 – 33%). The state norm is 42% (compared with 2015 – 42%, 2014 – 37%).
- 10% of students were confident of their skills but did not find classes challenging (compared with 2015 – 15%, 2014 – 11%). The state norm is 11% (compared with 2015 – 11%, 2014 – 10%).
- 51% of students were not confident of their skills and found English, Maths or science challenging (compared with 2015 – 42%, 2014 – 46%). The state norm is 40% (compared with 2015 – 40%, 2014 – 44%).
- 11% of students lacked confidence in their skills and did not feel they were challenged (compared with 2015 – 12%, 2014 – 10%). The state norm for this category is 7% (compared with 2015 – 7%, 2014 – 9%).

Students are mostly happy with their life:

- 34% of students had **high levels of happiness** (compared with 2015 – 29%). The state norm is 38%.

- 42% of students had **medium levels of happiness** (compared with 2015 – 43%). The state norm is 43%.
- 24% of students had **low levels of happiness** (compared with 2015 – 26%). The state norm is 19%.

In regard to the drivers of student outcomes:

- students rated **Effective Classroom Learning Time** 5.9 out of 10 (compared with 2015 – 5.8, 2014 – 6.2). The state norm is 6.3 (compared with 2015 – 6.6, 2014 – 6.3).
- students rated **Relevance of Learning** 5.5 out of 10 (compared with 2015 – 5.5, 2014 – 5.8). The state norm for these years is 5.8 (compared with 2015 – 6, 2014 – 5.8).
- students rated **Rigour** (well-organised classroom instruction, with a clear purpose and with immediate and appropriate feedback) 5.6 out of 10 (compared with 2015 – 5.6, 2014 – 6). The state norm is 5.8 (compared with 2015 – 6.2, 2014 – 5.8).
- 37% of students were victims of moderate to severe **bullying** in the previous month (compared with 2015 – 35%, 2014 – 25%). The state norm is 22% (compared with 2015 – 23%, 2014 – 24%).
- students rated **advocacy** (someone who consistently provides encouragement at school) 5.4 out of 10 (compared with 2015 – 3.5, 2014 – 2.9). The state norm is 6 (compared with 2015 – 2.9, 2014 – 2.6).
- **Positive Teacher-Student Relations** were rated 5.6 out of 10 (compared with 2015 – 5.3, 2014 – 5.7). The state norm is 5.6 (compared with 2015 – 6.1, 2014 – 5.7).
- students rated **Disciplinary Climate of the Classroom** (clear rules and high expectations for behaviour) 5.5 out of 10 (compared with 2015 – 5.3, 2014 – 5.8). The state norm is 5.6 (compared with 2015 – 6.1, 2014 – 5.6).
- students rated **Teachers' Expectations for Academic Success** 6.5 out of 10 (compared with 2015 – 6, 2014 – 7). The state norm for is 7 (compared with 2015 – 7.3, 2014 – 7).
- students rated **Advocacy outside School** 5.4 out of 10 (compared with 2015 – 5.2, 2014 – 5.1). The state norm for these years is 4.6 (compared with 2015 – 5.5, 2014 – 4.5).

## Teacher Survey

The Focus on Learning Survey is a self-evaluation tool for teachers. It is based on the 'effective schools' research which has identified the eight school and classroom teaching elements most important for student achievement.

Thirty four teachers completed the online survey. In 2014, 8 teachers completed the survey. The scores (out of 10) for each of the elements are:

1. Leadership 4.8 (4.6 in 2014)
2. Collaboration 6.7 (7.1 in 2014)

3. Learning Culture 7.5 (7.6 in 2014)
4. Data Informs Practice 7.3 (7.5 in 2014)
5. Teaching Strategies 7.3 (7.4 in 2014)
6. Technology 6.2 (6.0 in 2014)
7. Inclusive School 7.6 (7.8 in 2014)
8. Parent Involvement 5.6 (5.1 in 2014)

Refer to previous section Key Initiatives and other school focus areas, Aboriginal Background loading.

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. **challenging and visible learning goals** for students, and if so, whether they enable students to achieve these learning goals through;
2. **planned learning opportunities** which involve an intentional transfer of skills and knowledge;
3. **quality feedback** that guides students' effort and attention; and
4. **support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking).

The teachers' ratings were:

1. Challenging and Visible Goals 6.8 (6.8 in 2014);
2. Planned Learning Opportunities 6.6 (7.0 in 2014);
3. Quality Feedback 6.2 (6.3 in 2014);
4. Overcoming Obstacles to Learning 6.9 (7.2 in 2014).

Detail within the teachers' survey responses that scored below 5/10 provided further data to inform the school's strategic directions about leadership for 2015–2017 including:

- establishing challenging and visible learning goals for students. 4.9
- providing guidance for monitoring student progress. 4.9 (3.9 in 2014)
- teachers receiving feedback about their teaching from teachers 4.9
- teachers receiving feedback about their teaching from leaders. 4.1
- asking parents to review and comment on student's work. 4.0.
- leaders supporting teachers during stressful times 4.6.
- providing weekly written feedback to students about their work. 3.6
- observation of teaching. 3.5 (2.5 in 2014).
- 

## Policy requirements

### Aboriginal education



### Multicultural and anti-racism education

The school hosted the thirteenth visit by students and staff from Matsushige Junior High School. The visit is always a catalyst for high levels of interaction between our communities. This interaction has continued through social media well after our Japanese friends have returned to Japan. Both schools avail themselves of the continuing opportunities afforded for joint interactive lessons via videoconference.

Several programs support the promotion of racial tolerance and cultural diversity to complement the classroom learning experiences in English, History, Geography, Personal Development, Health and Physical Education (PDHPE) and French language and culture.

Exchange programs enabled student exchanges to / from France, Germany and the United States of America.

The school has two trained Anti Racism Contact Officers (ARCO) and one ARCO Tutor Trainer.