

Tenterfield High School

Annual Report



8358

Introduction

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

Mrs Sandra Rosner

Principal

School contact details

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School background

School vision statement

We are committed to developing an exciting, challenging and interesting learning environment allowing students to exit Tenterfield High School as proud, creative, discriminating life-long learners capable of being productive members of the community.

We will achieve this through high performing and dedicated teaching and support teams in positive partnership with our parent and wider community.

School context

Tenterfield High School is a rural school situated eighteen kilometres from the Queensland Border in the New England Tablelands. It has 280 students and 30 teaching staff. The school consists of a: Principal, Deputy Principal and four Head Teachers with another executive position created for the Learning Support Teacher. The staff is a mixture of both experienced, longstanding teachers in the school and new teachers.

The school encourages all students to engage in their learning, develop and maintain high expectations and to be the best they can be. Students are encouraged to pursue academic excellence and to further their education post-school. We boast a proud record over the years of all our graduating students going into full time work, university or TAFE.

Teachers and students have also been recognised with Regional and State Awards including: the Minister's Award for Excellence in Student Achievement, Excellence in Teaching Practice and the Secretary's Award for Excellent Service to Public Education. Students have also been selected to participate in the Youth Parliament and as part of the prestigious Secretary for a Day Program.

The school is strong in Agriculture winning many awards with students enjoying excursions to the Brisbane Exhibition, the Northern Schools Steers Competition and the Tenterfield Show. Over the past two years the school has produced two highly successful Drama Performances which has given students the opportunity to excel in the creative arts.

The school provides a wide range of opportunities for students including leadership. We have a strong Student Representative Council and Senior Student School Leaders team who represent the school in the community and who host functions in the school.

We have strong support in the community and a proactive P&C who support the school through outstanding fund-raising activities and in generating a positive and supportive attitude towards the school. The school actively seeks to be a part of the community and to invite the community into the school. We have had highly successful Grandparents Days, volunteer tutors, Seniors Week activities as well as parent information evenings.

Students are very successful at sport reaching State level in: basketball, swimming, touch football, soccer, athletics, squash, cross country.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the domain of Learning, we are sustaining and growing our learning culture in our development of school teams, including learning support, wellbeing and literacy. We are developing our Aboriginal learning centre and staff are undertaking out of home care training. Curriculum and learning are sustaining and growing in the development of our professional learning in catering for MC students and in differentiation strategies. We have established a year 8 rotation line for 2017 and are implementing an extension class in year 8. Regarding assessment and reporting we have developed a consistent style guide, we are working on closer engagement with parents including via the Tell Them from Me survey and are undertaking a HSC review/evaluation.

Our student performance measures are in the delivering phase, with positive growth to year 9 NAPLAN results. Literacy

and numeracy programs are being utilised on a weekly basis.

We are excelling in the wellbeing area, with proactive SRC support for fellow students and the community, values based educational experiences, Motivational Media, Shark Cage, RU OK Day and Brainstorm Productions. Students actively pursue the achievement of positive levels and are well recognised by staff and students.

In the domain of Teaching, we are at the sustaining and growing stage regarding data skills and use and the development of data collection and analysis skills will be targeted for staff into the future. Effective classroom practice is sustaining and growing with the development of feedback strategies through peer observation and assessment. Learning and development and professional standards are also sustaining and growing, with a mindset towards establishing teacher observations and mentor teachers, lib guides and literacy strategies.

We excel in collaborative practice, with staff leading aspects of professional learning and PDPs detailing targeted and attainable performance goals.

In the domain of Leading, we are sustaining and growing our school planning, implementation and reporting with regular evaluation of programs through registers and the monitoring of programs and activities for effectiveness and completion. School resources are sustaining and growing, with effective use of RAM in the employment of SLSOs and a focus on technology acquisition. Management practices and processes are also sustaining and growing with parent, student and staff surveys, subject selection interviews and information nights helping to guide our practices. We excel in the area of leadership as evidenced in feedback surveys from parents, students and staff. A wide variety of leadership opportunities have been taken up including higher duties, SRC café, meals on wheels coordination and Aboriginal education.

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.

[This data was compiled by Mr Peter Willis Sept 2016]

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

Students are highly engaged, motivated and independent 21st century learners

Purpose

To create independent thinkers, leading to better student outcomes and building effective life-long learners able to adapt in a 21st century learning environment.

Students should be able to confidently and effectively use a range of technology, improving their skills and capacity as they progress through school. Teachers and students should enjoy their learning and teaching.

Overall summary of progress

Australian Curriculum is steadily being implemented, assessment tasks contain explicit ICT components, technology in classwork and assessments supported by senior staff. BYOD policy is under review.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• A 5% improvement in the number of students in the top three bands in all external examinations• 50% of assessment tasks across the school contain an explicit and relevant component of ICT• Implementation of a whole school student technology skills package• Student and staff evaluations reflect positive comments/ratings to teaching and learning• Continual improvement in student results including HSC• Survey/quality of work of independent learning classes• Survey/assessment of students in Quicksmart	<p>Qualitative – student attendance and engagement for these sessions are high. Survey was planned.</p> <p>Students are showing the capacity to effectively demonstrate independent learning skills as evidenced by formative and summative assessments. Students demonstrate confidence in presenting information in a variety of ways including technology. Programs show understanding of how to embed best practice teaching and learning</p>	<p>Quicksmart, Mathletics and Spelladrome</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00) <p>Human resources, ie creative use of staffing. Use of staff expertise in PL activities</p>

Next Steps

More professional learning for understanding and implementation of C21st teaching and learning strategies. Sharing of appropriate professional practice both as classroom observations/learning walks and time for professional dialogue and program modification.

Strategic Direction 2

A safe and challenging learning environment resulting in high expectations, success in learning and positive and productive school–community partnerships

Purpose

To work towards maximising student learning outcomes in a safe and challenging environment and leading to continually improving individual success at every level of their high school education resulting in improved Higher School Certificate results.

To continue to provide a wide range of opportunities open to all students which will develop personal learning skills and enhance school experiences leading to a happy and fulfilling school career.

Overall summary of progress

Parent attendance at SRC assembly was high. Parent attendance at welcome to year 7 was high, around 70 people. NAPLAN figures show pleasing results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• A 5% reduction in negative referrals• A 5% growth in NAPLAN results from Year 7 to Year 9 in reading and numeracy• A 5% growth in spelling, grammar and punctuation from Year 7 to Year 9 NAPLAN• A 5% growth in writing from Year 7 to Year 9 NAPLAN• A 5% growth in Planning and Conducting Investigations in	This growth cannot be measured within a 2 year period. Results can be analysed for the 2015 year 7 group in the 2017 year	literacy and numeracy programs quicksmart (\$5000)
<ul style="list-style-type: none">• More than 75% of staff, student and parent surveys reflect positive support for school culture• Results from a range of surveys such as Tell them from Me and internal school surveys indicate a 2% growth in positive reflection of school culture	77% of students in the school responded to the survey. 66% had a high sense of belonging, 79% had positive relationships and 77% valued schooling outcomes.	
<ul style="list-style-type: none">• Student work samples show student reflection and continual evaluation• Stronger parent response to school activities and support of students through positive participation and attendance at information nights, formal assemblies, functions, parent/teacher nights	Parent and Grandparent attendance at events has increased. Stronger links established with the primary schools by SSO.	Student Support Officer has the transition from year 6 role.
<ul style="list-style-type: none">• Establishment of a Facebook Page, update of Web Page and Phone App to encourage easier and better communication with families	Facebook page is running well, regularly updated and "liked" many times by students, staff and community members	SAO has the skills to update page – she works with a member of staff with an interest in this area.
Success of the Aboriginal	Aboriginal students have increased attendance	Computer room with data

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Learning Centre	both at the centre and in other classes on that day and gradually increasing to other days.	projector ordered. Materials for craft and cultural work • Aboriginal background loading (\$5000.00)

Next Steps

Extend scope of Aboriginal learning centre, including the establishment of a community room for a variety of civic and educational purposes.

Continue to employ appropriate literacy and numeracy strategies for success in NAPLAN targets

Extend outreach strategies to community across the entire range of parents and families

Strategic Direction 3

Staff are high performing, collaborative and dynamic teachers and leaders

Purpose

To up-skill teachers in using technology in creative, effective and appropriate ways for 21st century learning, engaging and motivating students for success in learning. To systematically build the capacity of all staff as highly competent practitioners in all areas of their work, informed by the Australian Professional Standards for Teachers.

Overall summary of progress

PDPs identify personal learning goals, professional learning taking account of local expertise and skills, literacy and numeracy, technology and differentiation central focuses.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• At least 50% of staff involved in learning walks by the end of 2015 increasing to 70% by the end of 2017• All staff involved in professional learning teams• Development of an integrated KLA cross-curriculum task for year 9.	All staff have completed PDPs and teams are existant, requiring further commitment and more extensive involvement. Integrated KLA task will be dependent on creating a 3rd elective line for stage 5 for the 2018 year	supervisors cost free teams cost free Software will be required for tracking, however Sentral may be of use for this

Next Steps

Creating professional learning opportunities that reflect all staff PDPs
Providing resources, physical and human to support continuous staff development
Regular learning time earmarked for professional engagement., mindful of professional standards and school excellence framework

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal learning centre run by careers teacher. Junior AECG, Norta Norta and senior student support funding.	<p>Norta Norta and Aboriginal support funding. RAM dissection.</p> <p>Full time Aboriginal SASS staff member (President of local AECG) who extends work into Aboriginal student support, including Sista Speak, junior AECG and 4 part time SLSOs.</p> <p>\$34780</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$30 000.00)
Low level adjustment for disability	SLSO support	<p>Wages for SLSOs + physical resources</p> <p>\$116822</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$65 000.00)
Socio-economic background	Breakfast program, literacy and numeracy support. SSO partially funded through this area	<p>Student support officer (\$33000 of \$50000 paid through this dissection)</p> <p>Employment of SLSOs to assist students</p> <ul style="list-style-type: none"> • Socio-economic background (\$86 000.00) • (\$0.00)
Support for beginning teachers	4 beginning teachers supported in 2016. Use of mentor teacher, buddy teaching and lesser timetabled load. Attendance at courses both in person and online.	<p>Beginning teacher funding \$13378 per head.,</p> <p>Courses included Quality Programming and Assessment and</p> <p>Creating Student Management Practices That Work</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	108	113	124	116
Girls	128	132	132	140

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91	89.9	89.5	89.6
8	89.1	89.9	84.8	88
9	87.1	88	87.8	83.2
10	86.8	87.6	83.6	82.5
11	88.8	85.4	88.6	84.2
12	93.5	85.8	86.9	84
All Years	89.2	88	86.9	85.4
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

Overall student attendance has fallen over the last 4 years to 4.3 % below state average. Years 7 and 8 are closest to state average. THS works closely with our Home School Liaison Officer to encourage and support families to send students to school on a regular basis. Our student support officer helps families deal with issues that impinge on student attendance. Programs such as our Aboriginal student learning centre have seen an increased engagement and attendance of targeted students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			4
Employment			40
TAFE entry			16
University Entry			36
Other			4
Unknown			

Year 12 students undertaking vocational or trade training

- 25 students completed Year 12 in 2016
- 4 students were undertaking a TVET course in Early Childhood
- 1 student was TVET Property Services
- 1 SBAT in Sports Turf Management
- 9 VET Primary Industries students completed Cert II in Agriculture
- 7 VET Construction students completed Cert II in Construction Pathways

Year 12 students attaining HSC or equivalent vocational education qualification

100% of year 12 students sat the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	13.8
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	7.18
Other Positions	4.7

*Full Time Equivalent

Tenterfield HS has one Aboriginal member of our teaching staff, one Aboriginal School Learning Support Officer and one Aboriginal member of the Administration and Support Staff.

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	12

Professional learning and teacher accreditation

Teachers were involved in a wide range of professional learning in 2016. At the beginning of the school year, all staff completed the mandatory Child Protection Training.

Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a PDP to improve their own performance.

Three teachers are maintaining accreditation at proficient and several senior members of staff are currently investigating the requirements for highly accomplished and lead standards, aligning requirements to their PDPs for 2017.

All staff were encouraged to seek courses offered externally to the school in relevant teaching, management and office areas to develop their skills in teaching, understanding the way in which students learn and management strategies.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	142 369.50
Global funds	402 495.14
Tied funds	269 914.14
School & community sources	133 382.24
Interest	6 025.63
Trust receipts	12 929.20
Canteen	0.00
Total income	967 115.85
Expenditure	
Teaching & learning	
Key learning areas	101 402.32
Excursions	62 156.38
Extracurricular dissections	33 797.68
Library	3 157.90
Training & development	266.96
Tied funds	257 116.80
Short term relief	21 293.09
Administration & office	78 908.33
School-operated canteen	0.00
Utilities	71 665.85
Maintenance	41 953.18
Trust accounts	9 763.69
Capital programs	58 311.29
Total expenditure	739 793.47
Balance carried forward	227 322.38

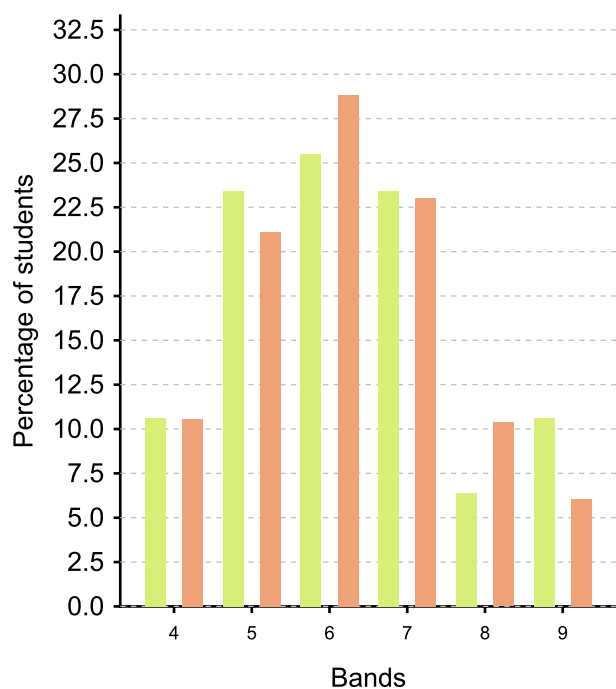
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

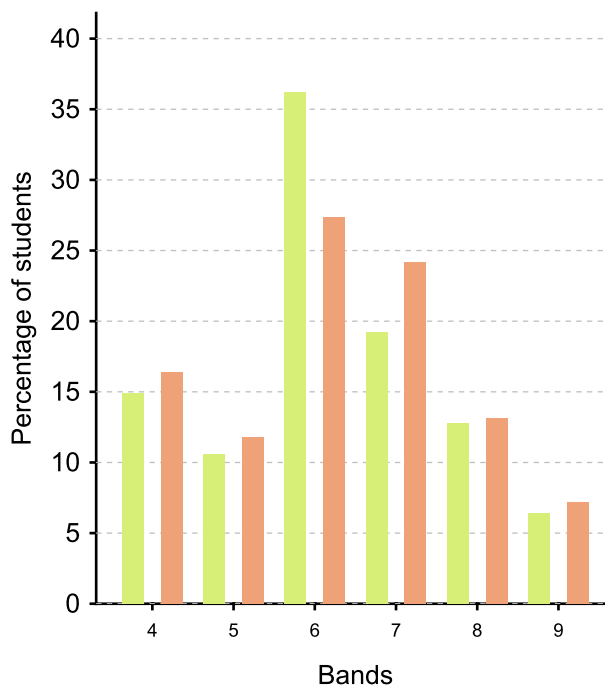
In the National Assessment Program, the results across the Years 3,5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 7 Grammar & Punctuation



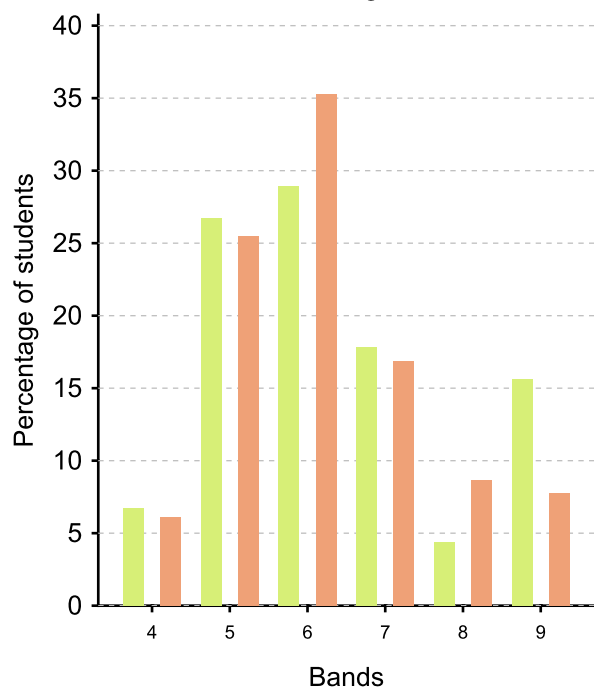
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Spelling



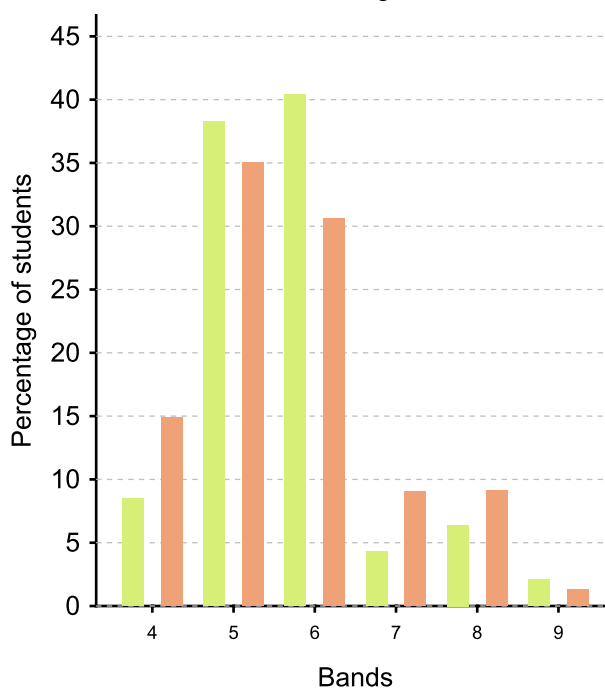
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Reading



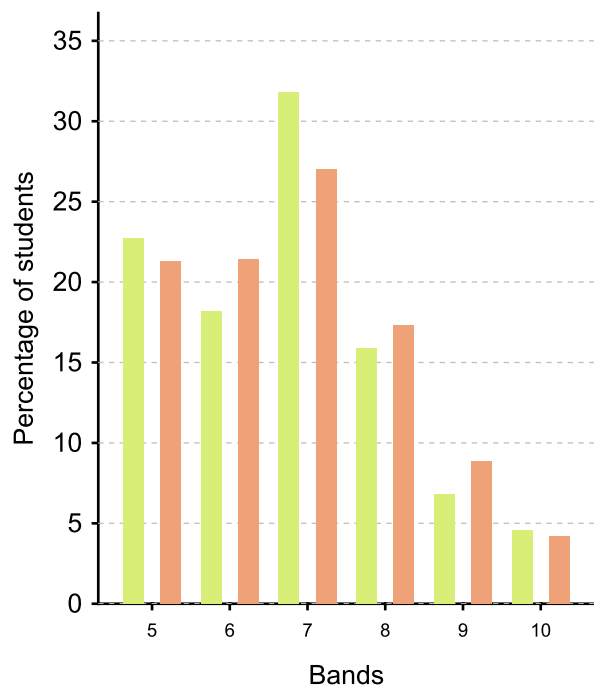
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing

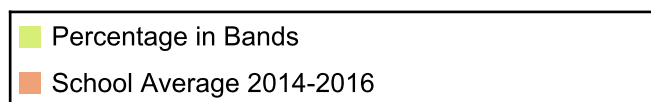
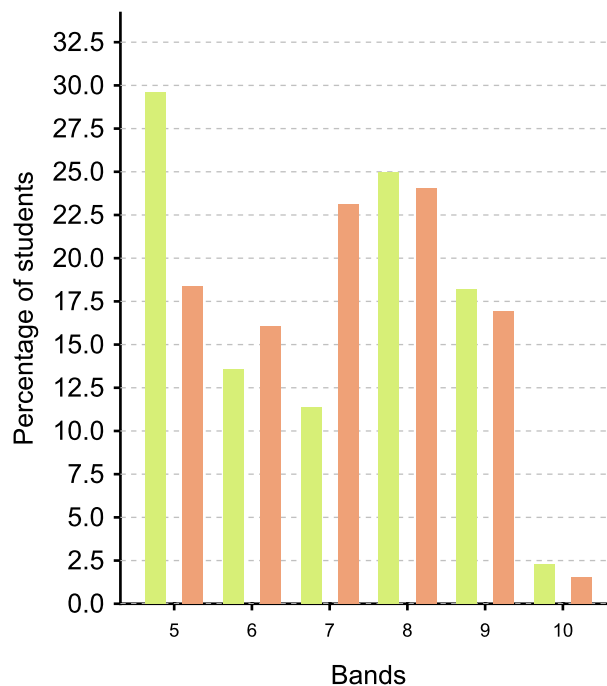


Percentage in Bands
School Average 2014-2016

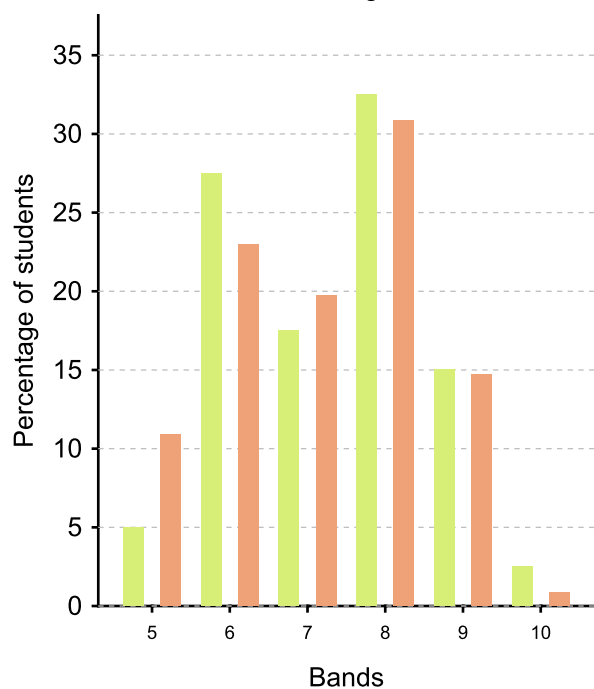
Percentage in bands:
Year 9 Grammar & Punctuation



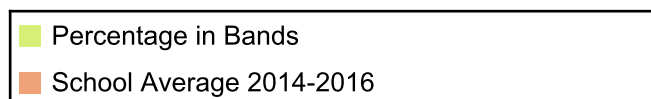
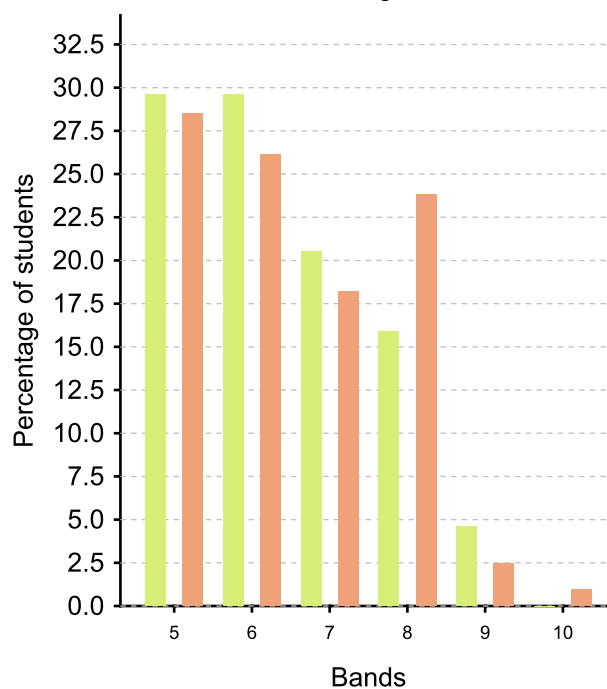
Percentage in bands:
Year 9 Spelling

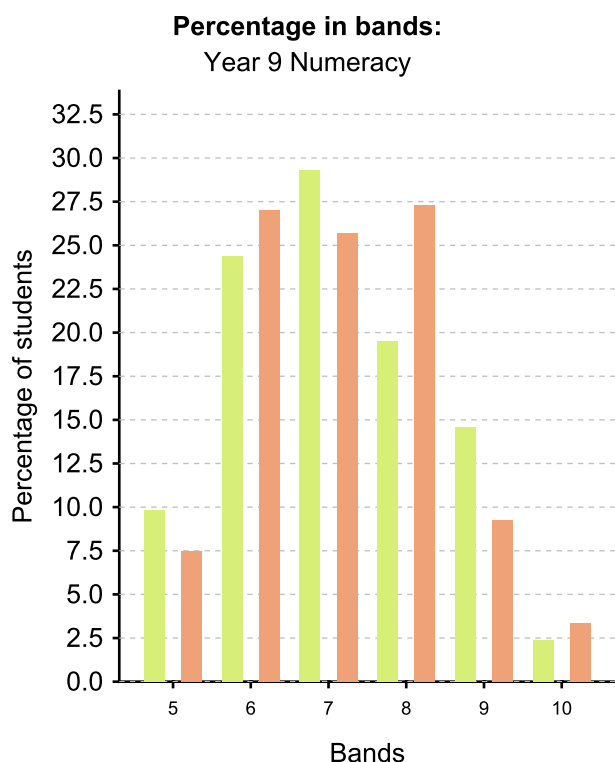
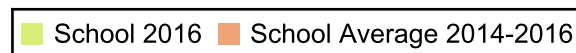
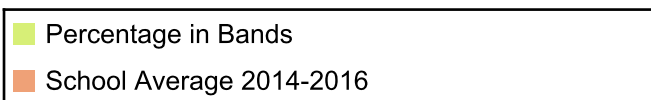
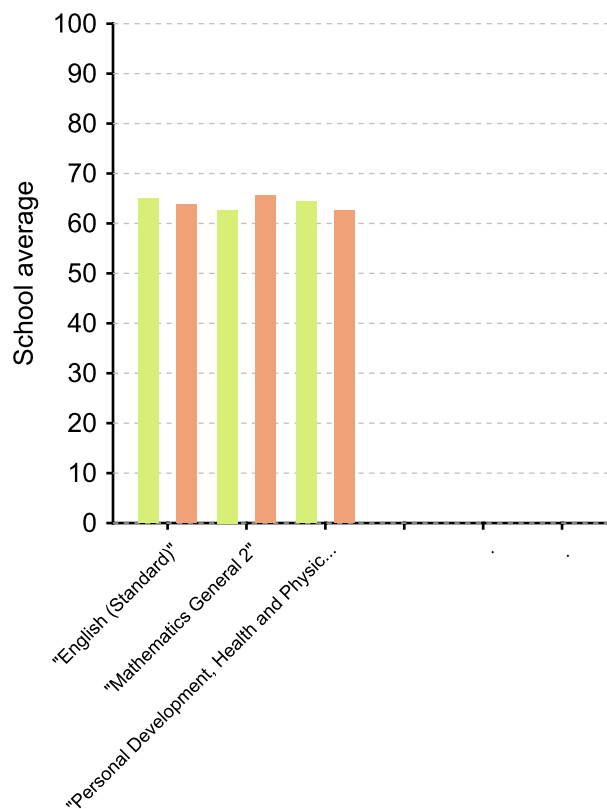
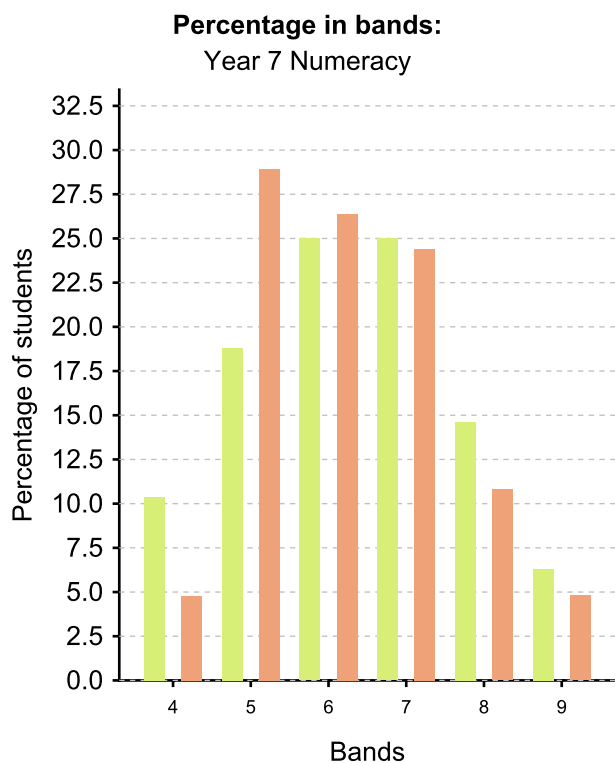


Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing





Parent/caregiver, student, teacher satisfaction

In 2016, all students were invited to complete the **Tell them from me survey**. The survey was completed by 77% of students across the school population. Results indicated that students overall had a positive sense of belonging at Tenterfield High School and a sense of optimism in line with the NSW government norm. High levels of academic self concept were also in line with government norms. Grades in English, Maths and Science also closely aligned with government norms. Areas for attention include the perceived value of learning outcomes, effort and intellectual engagement by boys and a perceived need across the board for more focus on writing (English), explanation (Maths) and scientific concepts.

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has seen Tenterfield High School target resources and professional learning to promote the inclusion of Aboriginal perspectives and content across KLAs. Funding from Norta Norta and Aboriginal background was used to support both junior and senior students to engage with their studies. All Aboriginal students have individual education plans to support their individual needs and are invited to participate in activities in our Aboriginal learning centre.

Multicultural and anti-racism education

Higher School Certificate (HSC)

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

The Multicultural Education Policy and AntiRacism policy are supported through our Strategic Direction 2, which emphasises that every student is to have a safe learning environment. Acknowledgement and respect of cultural diversity and sense of belonging has been addressed through Harmony Day, run by our anti racism officer and student support officer. Faculty programs also reflect a multicultural perspective. In English, students studied a number of texts from all cultural backgrounds while senior students viewed the SBS series "Go back where you came from". In Food Technology students studied food and customs from other cultures while students in History were involved in studying the impact of cultures in Australian society over time.