

Finley High School Annual Report



2016



8360

Introduction

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

Helen McRae

Principal

School contact details

Finley High School

Tocumwal St

Finley, 2713

www.finley-h.schools.nsw.edu.au

finley-h.School@det.nsw.edu.au

03 5883 1344

Message from the Principal

2016 has been a year of consolidation at Finley High School.

As a rural high school, we continue to "kick goals" in many fields be they academic, cultural, social, sport or the many other extra-curricular activities in which our students participate. None of these achievements would be possible without the support of the whole school community. We have committed staff who work above and beyond their paid hours to ensure the students at Finley High School have every opportunity to learn, develop and grow into responsible and giving citizens of our communities. We have businesses, farmers, families, community individuals and groups, who continue to support our school in many ways. With their support, Finley High School continues to be at the heart of our towns and their future. We have wonderful students who strive to achieve their personal best and we have parents who support them endlessly in their pursuits. It is only by working with a common vision and focus that Finley High School can continue to offer the best possible educational outcomes for our students.

So, what is our vision?

We want our students to be 21st century learners; to develop the thinking skills, collaborative learning skills, creativity and the problem solving skills that they will need to survive in a rapidly changing world. We aim to create and nurture positive and caring young people who will carry this legacy into adulthood to maintain a sense of community responsibility and citizenship beyond the school gates.

So, how have we been working towards this vision in 2016?

This year, we focused on developing technology skills in our staff and in our students. The implementation of B.Y.O.D. (Bring Your Own Device) in the school opened the floodgates for a wide variety of new teaching and learning opportunities. From basic administration activities being fully electronically based, to teachers and students utilising technologies for learning in the classroom as well as for reflecting upon their learning, the huge increase in using technology in the classroom has resulted in improved IT skills in all staff and students. The uptake of student lockers was remarkable, and the period by period loan of school devices is indicative of the extent to which teachers have accepted the challenge of utilising technology into their classrooms. Google apps, Google docs, the school moodle, socrative, E-learning, STEM, coding and Kahoot are just some of the terms that have entered our vocabulary and entered our classrooms in 2016. We anticipate the development of technology skills to continue to be a priority in the classroom in 2017.

The SToMP (Student Team on Mental Positivity), Senior Leadership Group, the Student Representative Council (SRC) and the Media Club have continued to shine the light on student leadership and student voice in the school. Surveys, meetings and student led initiatives have allowed students to have an input into the school decision making process on areas which may impact them. This has included the KRAM award system, school uniform, school reports and the

development of the school environment. Student led activities have developed leadership skills which are important in the development of our future citizens and in 2016, we have had many positive experiences where students have taken leadership initiatives to support each other, their school as well as the wider community. RUOK day, fundraising activities, trivia nights, MADD nights, socials, Udderly Awesome Day and many more activities led by students have been evidence of the compassionate, responsible and community minded students we have in our school.

In 2016, we had the opportunity to reflect upon what we are achieving during the external validation process. Finley High School was selected as a school to gather evidence of our achievements and measure them against the School Excellence Framework which is the NSW Department of Education yardstick to measure the school progress across the dimensions of Teaching, Learning and Leadership. The process enabled us to present evidence of the great things we do at Finley High School to a panel of external Principals who viewed our evidence and interviewed us. The school was validated as a school that was largely sustaining and growing in its plans and projects. Upon reflection, the team discovered areas in which we can improve, and they will be our focus in 2017.

School background

School vision statement

Our vision is to ensure that teaching at Finley High School is innovative, contemporary and evidence based. We see a school where teachers collaborate to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

We will strive to build a learning culture where learning is valued by all students. In doing so we will prepare students to make successful transitions to future learning and employment by giving them the skills necessary to make informed contributions as citizens and leaders.

We aim to build and maintain collaborative and inclusive school structures and professional practices which support the cognitive, emotional, social, physical and spiritual wellbeing of students, parents, staff and the wider school communities. Our aim is to improve our collective wellbeing.

School context

Finley High School is a small comprehensive high school set in a rural community. It caters for the educational needs of students in four towns: Finley, Tocumwal, Jerilderie, Berrigan and their surrounding areas. It has a tradition of excellence in academics with strong HSC results over many years, as well as outstanding results in Sport, Agriculture, Public Speaking and Debating.

The Parents and Citizen's Association works closely with the principal to improve facilities and opportunities for the students at the school.

Student Leadership continues to strengthen in the school with a very active Student Representative Council supported by the Senior Leadership Group of Year Twelve students. The school has a chaplain and a student support officer who contribute to developing the social skills and welfare of the students at the school through a variety of local and regional initiatives and programs.

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.

In 2016, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of Peer Principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of learning.....

Learning Culture – As evidenced by the engagement of the whole school community in our Agricultural Program, our decision to "roll back" the curriculum and the development and uptake of staff in supporting new initiatives in the school including ALARM and the Homework Centre, there is a whole school commitment to improving the learning opportunities for students. The learning culture at Finley High School is **sustaining and growing** and we will continue to work together to encourage all students to accept responsibility for their ongoing learning, especially around attendance and behaviour with the implementation of Positive Behaviour for Learning program (PBL).

Wellbeing – As evidenced by the success of the Agricultural and STOMP teams and the support of the homework centre, we are **sustaining and growing** on wellbeing outcomes in the school. A more consistent, comprehensive and planned approach to wellbeing across the school will allow us to consolidate our already excellent programs and promote improved wellbeing outcomes for all students and staff across the school.

Curriculum and Learning – As evidenced by our Agriculture program and our process to "roll back", the school actively promotes learning opportunities for students in many and varied ways. Curriculum and extra-curricular activities are planned, delivered and assessed routinely, based on the needs of the students. Student needs are identified and adjustments made to ensure learning is maximised. We are **sustaining and growing** as the inclusion of the wider school community in making decisions regarding curriculum and learning is evident in the school and this is an area in

which we will look to grow.

Assessment and Reporting – As evidenced by our ALARM delivery, assessment and feedback to students are an integral part of what we do on a daily basis. We are **delivering** in this area, as we are just beginning to encourage students to be more reflective of their learning and our use of assessment data to monitor achievements and gaps is in its infancy. What we have done so far, however, has made positive impacts on how we are teaching; especially our analysis of HSC data.

Student Performance Measures – As evidenced by our SEF Data and Student Growth Data, we are **delivering** at Finley High School. While we have analysed the HSC results thoroughly, we need to use both internal and external data to strategically analyse and plan for improvement for all our students. Our biggest challenge is to improve the culture of attendance at our school and we have already begun a plan of identifying and supporting those students with low attendance. This will be the first step in addressing some of the inequitable results in external assessments. The loan of laptops to students through the BYOD program at school is also expected to have a positive impact on learning. This will be evaluated later in 2016 and in 2017.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**

Effective Classroom Practice – As evidenced by the uptake of teachers in accessing professional learning opportunities and implementing ALARM across the school as well as the commitment shown across the whole school community for changing the structure of the delivery of the senior curriculum, there is strong evidence that teachers want to improve their teaching to provide the best possible outcomes for the students. We are **sustaining and growing** in effective classroom practice as we are beginning to implement strategies including 2LS and HOW2Learn to build a change in the culture of teaching and learning and we will be looking towards implementing aspects of Visible Learning and regular evidence based teaching practices in 2017.

Data Skills and Use – As evidenced by the gathering and analysis of data from across the school community before deciding on the future of the compressed curriculum, and the analysis of HSC results leading towards teachers reflecting upon their own teaching, we are **delivering** in the use of data to inform our practice, progress and future directions. Regular monitoring of the schools goals through the Milestones document, has allowed us to constantly reflect on our achievements and adjust our plans as required. Further whole school analysis of NAPLAN results and planning to improve the number of students in the top two bands will be a focus in 2017.

Collaborative Practice – As evidenced by the success of the agriculture programs and the uptake of ALARM, the roll back and the processes surrounding PDPs, explicit systems for collaboration are evident in our school. Teachers are working together in faculties and in cross faculty teams to improve student learning opportunities and outcomes. The professional learning application process holds teachers accountable for working with colleagues to improve teaching practice. While we are **sustaining and growing** in this element, a more structured approach to lesson observations through using our trained Peer Coaches more effectively is an area where we can improve in the future.

Learning and Development – As evidenced by the way our PDPs link with our classroom teaching programs and practices, Finley High School is **sustaining and growing**. PDPs and all professional learning is aligned with the school plan and there is a focus on improving teaching methods including literacy and numeracy through strategies including the SpACE, Homework Centre, 2LS, HOW2Learn and plotting students on the literacy continuum. This is an area for development in 2017 where whole school professional learning will be based around moving all students along the literacy and numeracy continuums and strategically accessing online resources to do so.

Professional Standards – As evidenced by all teaching staff having PDPs and gathering evidence of achieving their goals, teachers have demonstrated a personal responsibility for their own professional learning. Teachers are beginning to link their goals with the professional learning standards as modelled by the whole school professional learning plans. There has been little uptake from the teaching staff for the higher level accreditation; however, with more teachers beginning to take on leadership roles from the changes made in the school over the past two years, we anticipate a greater uptake in the future. We are **sustaining and growing** in this area.

The results of this process indicated that in the School Excellence Framework domain of **Leading**.....

Leadership – As evidenced by the successful Agriculture program and the overwhelming support of the community with the decision to "roll back" the curriculum, Finley High School has a proven record of engaging the community and supports a culture of high expectations. The school leadership team makes positive connections throughout the community to resource successful programs across the school and is recognised as a school responsive to the community and excellent in many areas. This evidence indicates we are **excelling** in leadership.

School Planning, Implementation and Reporting – As evidenced by the roll back process, the development of the Homework Centre and SpACE and the beginning of the implementation of PBL, there is a clear understanding across the community that we are striving for continuous improvement in what we do. Processes of gathering data from across the whole community is an integral part of any change we have undertaken and communication of our strategic directions are clear and purposeful and indicate that we are **sustaining and growing** in this area.

School Resources – As evidenced by the efficiently resourced agriculture program, the management of the professional learning funds and the ability to resource the Homework Centre and SpACE, Finley High School is **sustaining and growing** in its use of school resources. The strategic management of school resources have resulted in improving student outcomes across the school.

Management Practices and Processes – As evidenced by the process of rolling back the senior curriculum structure, there was extensive consultation with the whole school community to develop an agreed understanding of what the issues were and how we could work together to improve it. Gathering feedback from all sections of our community has become an important part of our ongoing improvement. Feedback about our most recent initiatives including BYOD, ALARM and the Homework Centre form a part of the planning cycle for 2017 and beyond. We are **excelling** in this area.

Our self-assessment and the external validation 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

TEACHING

Purpose

Our shared purpose is to ensure that teaching at Finley High School is innovative, contemporary and evidence based. Teachers will continue to collaborate to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Overall summary of progress

In 2016, all teaching staff worked towards achieving the goals developed in their Professional Learning Plans. Many of these goals began in 2015 and were able to be consolidated throughout 2016. Teachers were able to observe each others lessons and give constructive feedback based on the Australian Professional Standards for Teachers. Teachers are sharing their teaching experiences and collaborating to develop engaging lessons and resources in a positive and effective way.

HOW2LEARN continued to be the focus of professional learning at staff meetings in the first half of 2016. Strategies learned by teachers during these sessions have been implemented across the school in all faculties. Ten more teachers travelled to Hay to engage with the creator of ALARM (A Learning And Response Matrix) and returned to school to teach students how to improve their extended writing skills using this method. Students feedback on using ALARM has been positive and a small improvement was seen in some HSC extended responses upon analysis.

Bring Your Own Device (BYOD) was introduced into Finley High School in 2016 and the uptake of students and teachers to this technology was impressive. New laptop lockers were purchased and 100% of these were utilised by students by the middle of the year. Old lockers were also refurbished and used by students to keep their laptops secure. A bank of laptops was purchased by the school to loan to students on a lesson by lesson basis. The use of these laptops grew to over 75% each day by the end of the year.

Teachers are becoming far more aware of using data to drive improvement in their own practices. Reflection of HSC results and NAPLAN results have begun and will continue to drive teaching in 2017.

The use of technology applications including Socrativ and Kahoot allow students to reflect upon their learning and teachers to reflect upon their teaching. Regular professional learning around the use of these and other apps and software formed a regular part of teacher professional learning in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff have meaningful Professional Development Plans which have been negotiated with their head teachers and are in alignment with the school improvement plan.	<ul style="list-style-type: none">• All teachers set professional learning goals which have been negotiated with their Head Teachers.• Professional learning goals of the staff are gathered to form the basis of whole school professional learning events• Parents have been involved in professional learning events• Teachers observe each others lessons and provide verbal and written feedback based on the Australian Professional Standards for Teachers• Over 90% of teaching staff and over 90% of support staff participated in self nominated professional learning	\$50 000 (Professional Learning Funds)
Evidence in all teaching programs of imbedded innovative practices including the use of technology, How2Learn, 2LS, ALARM and differentiation strategies.	<ul style="list-style-type: none">• Ten more teachers travelled to Hay to engage with the creator of the ALARM matrix and returned to school to teach students how to improve their extended writing skills using this method.• HOW2LEARN strategies and mindsets continued to be at the forefront of professional learning in the first half of the year.• BYOD was implemented into the school with a	\$50 000 (socio-economic)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence in all teaching programs of imbedded innovative practices including the use of technology, How2Learn, 2LS, ALARM and differentiation strategies.	<p>strong uptake from students and teachers.</p> <ul style="list-style-type: none"> Professional learning around the use of technology in the classroom continued with the computer coordinator team teaching in classrooms to assist teachers with incorporating new technologies into their lessons. A technical Support Officer was employed to assist with technology issues of students and teachers in the school and to maintain the schools technology hardware. 	
Evidence of teachers in all faculties using formal and informal data to inform them on how to improve their own teaching practices.	<ul style="list-style-type: none"> Use of reflective apps in classrooms across the school to inform teaching. Analysis of HSC data by all Year 12 teachers helped to inform teaching for improved outcomes and led to the widespread implementation of the ALARM strategy in the senior school. Wider reading of research documents to lead discussion with the executive about best practice in teaching and learning. Professional learning around the findings of John Hattie with a particular focus on giving effective feedback. 	\$5000 (additional Teacher Professional Learning Funds)

Next Steps

- Broaden the use of technology in our classrooms with a renewed focus on STEM
- Strengthen literacy and numeracy pedagogical practices to deliver student outcomes through closer analysis on NAPLAN results and the associated teaching and learning strategies.
- Ensure that professional learning goals meaningfully reflect to needs of the teachers, the school and the Australian Teaching Standards.
- ensure all support staff have a professional learning plan outline goals linked to their professional needs and the needs of the school.
- Establish links with our feeder schools to enable a smoother academic transition to high school in the future.
- Develop the educational leadership of the school executive.

Strategic Direction 2

LEARNING

Purpose

Our shared purpose is to build a learning culture where learning is valued by all students. In doing so we aim to prepare students to make successful transitions to future learning and employment with the skills to make informed contributions as citizens and leaders.

Overall summary of progress

2016 saw the Learning SpACE and the Homework Centre continue to be used by a growing number of students. From the analysis of the Tell Them From Me survey in 2015, the Homework Centre opening time changed from Thursday to Wednesday. This change in day and the increasing number of teachers who attend the centre to help students, has seen a growth in its use by students this year. The Learning SpACE (Specialising in Achieving, Connecting and Excelling) is in operation 4 days per week to assist students with classwork, assignments and to offer extension activities to students. It has also seen an increase in student referrals throughout 2016.

A team was established and trained in 2016 in the development and implementation of Positive Behaviour for Learning (PBL), which is a program designed to encourage positive student behaviour and promote consistency in teacher responses to student behaviours across the school. The team collected data from all areas of the school and surveyed parents, students and staff to identify three common values to drive this initiative. They have resulted in a value statement for the school which promotes "Respectful, Responsible Learners". The program will begin its implementation in 2017.

Students across the school have been encouraged to reflect upon their learning in many subjects through the use of software and mobile applications. Senior students continue to reflect upon their goals and their current and future learning by participating in personalised meetings with Careers Advisers, Year Advisers and the Senior Curriculum Coordinator. These meetings have allowed students to assess their goals, develop positive study habits and select subjects in the senior school which will see them succeed in their post school endeavours. Fewer students have changed subjects in Year 11 and over 90% of students who left school at the end of Year 12 have gained entry into further education or employment.

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"> • 10% improvement in value added results in the Year Nine NAPLAN. 	<ul style="list-style-type: none"> • Higher than state average growth in Year 9 spelling, grammar and punctuation and numeracy • Almost 98% of students are above the national minimum benchmark in numeracy on NAPLAN in Year 9 • Almost 95% of students are above the national minimum standards in reading on NAPLAN in Year 9 	\$2000 (Socio-economic background)
<ul style="list-style-type: none"> • 10% increase in the number of students achieving Bands 5 or 6 in the HSC. 	<ul style="list-style-type: none"> • All Year 11 and 12 students were interviewed to reflect on their achievements and set goals for their future learning • 50% of the HSC results were in the top 3 bands in 2016 • 3 students achieved in the Distinguished Achievers list for 2016 • 30 band 5 and 6 results were achieved in the Year 12 cohort of 2016 	<ul style="list-style-type: none"> • \$5000.00 (Socio-economic background)
<ul style="list-style-type: none"> • 10% increase per year in use of learning SpACE and Homework Centre 	<ul style="list-style-type: none"> • 128% increase in students accessing the Homework Centre • 118% increase in students using the Learning SpACE since 2015 • Tournament of the Minds team won the regional final for the second year in a row and were 	<ul style="list-style-type: none"> \$2000 (Aboriginal Background Loading) \$35000 (Low level adjustment for disability)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 10% increase per year in use of learning SpACE and Homework Centre	Victorian state finalists • 33% of indigenous students accessed the homework centre	

Next Steps

- PBL will begin to be implemented across all settings of the school. Students will be explicitly taught what respectful, responsible learners look like in all learning spaces around the school.
- The PBL team will develop systems for rewarding students who are displaying positive behaviours at school.
- A study program (IXL), for students in Years 11 and 12, will be implemented in 2017 to develop independent learning strategies and encourage all students to achieve their personal best.
- Head teachers will be given an opportunity to develop their leadership skills by leading initiatives in their faculties to improve literacy and numeracy outcomes for our students.
- A Year 9 boys class (REP) will be established in 2017. This class will work on developing respectful relationships between students and teachers, engaging students in relevant and meaningful learning while allowing them to reach their personal potential.

Strategic Direction 3

WELLBEING

Purpose

Our shared purpose is to build and maintain collaborative and inclusive school structures and professional learning practices which support the cognitive, emotional, social, physical and spiritual wellbeing of students, parents, staff and the wider school communities. Our aim is to improve our collective wellbeing.

Overall summary of progress

The school finalised the roll back of the senior curriculum in 2016, meaning that the 2016 Year 12 cohort is the last group of students studying under the compressed curriculum model. Interviews conducted with students suggest that this method of lesson delivery was stressful and rushed. Preparations were made to return to the more traditional model of curriculum delivery in 2017 with the added inclusion of a program of independent study skills called IXL to be implemented in 2017.

Students and staff across the school were surveyed during the year about the schools merit system including KRAM awards and the award process for formal assemblies. As a result, the school KRAM awards were maintained and some modifications were made to the classroom recognition awards of Gold, Silver and Bronze at the formal assemblies. A morning tea was held for parents after the Term 2 formal assembly and parents were supportive of the awards given and the positive feeling the formal assemblies generate in the community.

After several meetings with our Aboriginal parents, an AECG (Aboriginal Education Consultative Group) was established in Term 4. This group will provide a much needed perspective on our schools initiatives in the future.

The SToMP (Student Team on Mental Positivity) continued to raise awareness of the importance of positive mental health in the school community through activities held throughout the year. These activities included RUOK day activities, trivia night, Blue Day and Close the Gap day (raising awareness of the health inequities in our communities). Their success was recognised at a regional level as they were asked to present a showcase of their activities at the Riverina Youth Mental Health Forum.

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">• Improvement in students, staff and parents feeling valued and supported at school as indicated by the Tell Them From Me Survey	<ul style="list-style-type: none">• 33% reduction in suspensions over the past 2 years for aggressive behaviour.• 1.2% increase in student attendance in 2016.• 47% reduction in the number of aggressive incidents occurring in the school.• Construction of a COLA in the playground for shade and shelter.• Personalised Learning Plans developed for Aboriginal students.• Youth Frontiers program developed the leadership skills of students in the middle school.• All correspondence is now sent via email where available which has allowed for more efficient communication with home.• Parents were able to book parent teacher interviews online for the first time.• Brekky Club continued to provide breakfast to over 150 students each Wednesday morning thanks to the support and generosity of local community groups.• The employment of a Student Support Officer has greatly impacted the wellbeing of students and staff of the school.	\$2 000 (Socio-economic background)

Next Steps

- Further improvement in the look of the school playground by upgrading gardens, artworks and playground surfaces and painting of buildings.
- Purchase of new furniture and furnishings for classrooms, IXL room and the library.
- Implementation of PBL (Positive Behaviour for Learning) across the school.
- Continue to develop student leadership opportunities through the activities led by the STOMP Team, SRC, Media Club, Youth Frontiers and Senior Leadership Group.
- Continue to work with the AECG and our feeder schools on the development of Aboriginal perspectives at Finley High School.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • AECG (Aboriginal Education Consultative Group) established in Term 4 to discuss educational opportunities for students and advise and support initiatives in the school. • Raised awareness of Aboriginal Culture in the school. • Homework Centre available to support student learning is well utilised. • Aboriginal NAPLAN Data in Year 9 shows 33% of students in the top 2 bands for reading, grammar and punctuation and numeracy. 	<p>\$20 600</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$9 000.00)
Low level adjustment for disability	<ul style="list-style-type: none"> • Students were able to access the Learning SpACE for assistance four days per week. • Overall use of the SpACE has increased by almost 120% on the same time as last year for student referrals and over 250% for group referrals. • The establishment of a spelling roll call group had a significant impact on NAPLAN results in Year 9 with spelling and grammar and punctuation results showing improvement. • Extra teacher in some classes to team teach and assist with learning and making adjustments for learning. 	<p>\$88 000</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 000.00)
Socio-economic background	<ul style="list-style-type: none"> • Employment of a Student Support Officer to counsel and promote a positive school environment has resulted in a positive school environment where incidents of aggressive behaviour have reduced significantly. • Rolling back the senior curriculum included employing a teacher to maintain the breadth in the curriculum for all senior students. • Increase in the use of the Learning SpACE and Homework Centre. • Purchase of technology to enhance learning under BYOD has resulted in a change in pedagogy and the development of confidence in teachers and students in using technology to learn. • Technical Support Officer has been employed to relieve the computer coordinator to assist teachers in the classroom to implement BYOD. • Brekky Club continues to offer breakfast to students every Wednesday. • Staff and students are beginning to use the PBL values in their conversations. 	<p>\$218 000</p> <ul style="list-style-type: none"> • Socio-economic background (\$82 000.00)
Support for beginning teachers	<ul style="list-style-type: none"> • Teachers have time to focus on their lesson preparation and to discuss issues with their mentor. • Attendance at beginning teachers conference and other curriculum based professional learning activities. • Time to prepare beginning teacher portfolio for accreditation. 	<p>\$47 000</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$8 500.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	216	203	205	212
Girls	230	223	203	192

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.6	92.4	89.2	92.9
8	87.9	90.1	88.8	87
9	87.5	83.1	87.4	85.8
10	84.9	89	82.2	87.6
11	87.4	86.1	84.9	86.4
12	85.5	88.3	87.6	88.1
All Years	87.5	88.2	86.7	87.9
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 attendance continues to be a concern. Although we have had a slight increase in overall attendance, it still falls below state averages. Communication with parents through newsletters and P and C meetings, as well as at Formal Assemblies, have tried to highlight the importance of attendance at school to gaining successful learning outcomes for students. Year Advisers are tasked with contacting parents each week of students who have been absent from school for more than three days.

The Home School Liaison Officer has been an important link in communicating with parents the legal obligations they have of ensuring their children attend school. This has seen an improvement in the attendance of some of our students. We are constantly reviewing our processes to ensure that all students who have been absent from school are followed up and

parents are contacted to reiterate the importance of attending school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment		10	53
TAFE entry	3	7	9
University Entry			33
Other	1	10	
Unknown			4

Year 12 students undertaking vocational or trade training

In 2016, ten students completed the Higher School Certificate course in Hospitality – Kitchen Operations. Of these, seven students achieved a Certificate II in Kitchen Operations and three students achieved a Certificate of Attainment.

In 2016, six students completed the Higher School Certificate Course in Primary Industries. Of these, four students achieved a Certificate II in Agriculture and two students achieved a Certificate of Attainment.

Four students in Year 12 completed School Based Traineeships. These traineeships included workplace training one day per week while completing a VET course either at school or with TAFE. These traineeships were completed in Early Childhood Education and Care, Horticulture and Hospitality – Kitchen Operations.

Numbers of students enrolled in the VET courses were down as the school "rolled back" from the compressed curriculum model of delivery in the senior school.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 40 students achieved their Higher School Certificate. In addition, eleven students achieved a Certificate II in a Vocational Education subject – either Hospitality – Kitchen Operations or Agriculture.

Four students undertook School Based Traineeships. Two students completed their traineeship and achieved a Certificate II in Hospitality – Kitchen Operations, one student completed a traineeship in Horticulture and another student completed a traineeship in Early Childhood Education and Care.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	22.3
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	9.38
Other Positions	5.6

*Full Time Equivalent

0% of the workforce at Finley High School in 2016 identified as Aboriginal.

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	5

Professional learning and teacher accreditation

Professional learning forms a part of every staff meeting, executive meeting and most faculty meetings.

Professional learning is planned and aligned with the staff professional learning needs as identified in their Professional Development Plans as well as the school and state priorities.

7 teachers worked towards gaining accreditation at proficient level with the Board of Studies Teaching and Educational Standards (BOSTES)

12 teachers are currently in the maintenance phase of their accreditation at Proficient level.

No teacher is yet seeking accreditation at Highly Accomplished or Lead level.

Beginning teachers are supported with weekly

meetings during Term 1 to familiarise themselves with school procedures and policies and are supported with a mentor throughout the year. Time is allocated to each beginning teacher to prepare their portfolio for accreditation as well as to engage in professional learning activities targeted to their needs.

77% of professional learning funds were expended as staff completed professional learning in the areas of Teaching, Learning and Wellbeing in alignment with our School Plan. The average expenditure per staff member was approximately \$1 000. Almost \$50 000 was spent on professional learning for teaching, support and administrative staff throughout the year.

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

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	397 627.97
Global funds	531 928.42
Tied funds	415 840.66
School & community sources	185 110.85
Interest	9 917.78
Trust receipts	44 532.34
Canteen	0.00
Total income	1 584 958.02
Expenditure	
Teaching & learning	
Key learning areas	123 717.77
Excursions	70 089.17
Extracurricular dissections	26 356.57
Library	11 654.79
Training & development	11 616.85
Tied funds	450 704.04
Short term relief	132 362.81
Administration & office	118 731.18
School-operated canteen	0.00
Utilities	123 296.32
Maintenance	33 769.17
Trust accounts	38 942.26
Capital programs	0.00
Total expenditure	1 141 240.93
Balance carried forward	443 717.09

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.

The NAPLAN assessment in 2016, showed that our Year 9 students were achieving above the five year average for the school in reading, spelling and grammar and punctuation. Results in spelling show a

large improvement in the lower bands which is evidence that the spelling roll call group activities are having a positive impact on student achievement in the lower bands. Significantly more students achieved in the top band (band 10) in reading than in the previous two years.

Overall student achievement in the NAPLAN Numeracy assessment in 2016 was above the average school achievement over the past five years. Fewer students achieved results in the lowest band (5) with most students achieving in the middle bands (7 and 8).

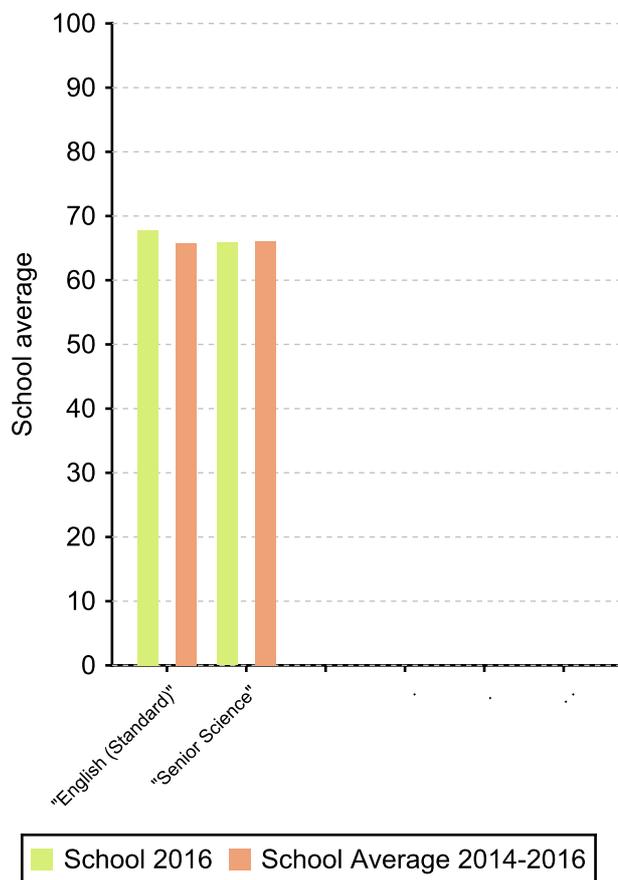
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Overall, our NAPLAN and HSC results have remained steady, with no significant improvement in overall results, although some outstanding individual results are still consistently achieved. The majority of our students show equal or greater than expected growth in all areas of literacy and numeracy according to the NAPLAN data.

Our numbers of Aboriginal students in Year 9 are too small to comment on numbers of students in the top two bands; however, trend data shows that there has been a significant improvement in results over the past 5 years, particularly in numeracy and grammar and punctuation.

Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

In 2016, parents, students and teachers were surveyed on the reporting of student outcomes in the junior school.

Most parents agreed that the information presented in the reports were valuable and important to them. They particularly valued the Year Adviser comment, classroom teacher comment and the Principal's comment. They indicated that they understood the subject outcomes and the general criteria outcomes. They also indicated that they would prefer that reports were given to the students in a sealed envelope so that the parents were the first to see the reports and expressed concern that the comments were sometimes difficult to understand. In 2017, teachers will be encouraged to write their comments using simpler language.

Students across the junior school were also happy with the junior reports. Almost 80% of students valued the comments written by their classroom teacher while over 70 % of students valued the Principal's comment and understood the importance of the subject outcomes on the report. Almost 70% of students valued the Year Adviser comment and the overall grade. It was clear that students felt that attendance data and general criteria were less important.

Both parents and students felt that the cover page could be made more professional. This is an area to

improve in 2017.

Policy requirements

Aboriginal education

Aboriginal education continues to be a priority at Finley High School. In 2016, some significant advances in building our links with our local Aboriginal families were made through the establishment of a local AECG and the employment of a teacher to work with Aboriginal students on maximising their learning at school.

In association with Finley Public School, an AECG was formed in Term 4. This is an exciting opportunity for parents and students to work with the schools to promote Aboriginal education within the schools. The AECG will have input into how the school may best cater for the needs of aboriginal students and a stronger focus on promoting a better understanding of aboriginal culture has become an important goal.

The Homework Centre, inspired by discussions with our Aboriginal parents in 2015, continues to grow in the school. It is regularly accessed by an increasing number of students and allows them to access extra assistance with homework and assignments each week.

The school also employed a teacher throughout the year to work with our Aboriginal students each week. Personalised Learning Plans were developed in conjunction with the students and goals set and communicated to all staff to assist in student learning. A particular focus of this teacher was working with our senior students to assist them in developing good learning habits to achieve the best results possible throughout Years 11 and 12. It is hoped that this role will expand in 2017 to include the introduction of Aboriginal cultural activities for the whole student body as well as our indigenous students.

The SToMP held a "Close the Gap" day in 2016. Students were given details of the health inequities which exist in our country between indigenous and non-indigenous people. Students participated in activities at lunchtime and were invited to sign the 2030 pledge, giving their support for closing the gap in health access for indigenous people by 2030.

Our Aboriginal students continue to achieve some excellent results. Several students were rewarded Proud and Deadly Awards in November. They were:

Academic Excellence Award:

Andrew Neessen and Tiarna Taylor

Excellence in Performing/Creative/Visual Arts Award:

Natalie Pitt and Warren Pitt

Outstanding Achievement in Sport Award:

Kaila Smith

Citizenship Award:

Jack Anderson

Year Twelve Completion Award:

Natalie Pitt, Warren Pitt and Vanessa Hayes–Beetson

Encouragement Awards:

Dylan Sibraa, Jessica Adams, Mason Peters, Dora Miaoudis and Georgia Hammersley.

Multicultural and anti-racism education

There continued to be a focus on multiculturalism in all areas of the school in 2016.

- The SRC held a Harmony Day during the year, where an understanding of cultural diversity and harmony were encouraged. Team building activities were developed in which the whole school participated.
- The school hosted a cultural exchange student from Switzerland. This student brought new perspectives to the school and gave insights in to his own culture on a personal note with those students and staff he befriended.
- The school community organised a group of students to travel to Timor Leste in the April school holidays. The group worked with local communities, providing support for the children and learning about life in a less developed country. On Harmony Day, this group shared their experiences with the whole school on an assembly.
- The school, through the SRC, sponsor a child through World Vision. Funds are raised at the school from school socials and other activities to support this child. This has been an ongoing project of the SRC over many years.

Other school programs

In the second year of our three year school plan, we worked together as a school community to deliver our priorities of creating a school which is preparing our students to live and be vital citizens of their 21st century communities by focusing on Teaching, Learning and Wellbeing. Teachers are charged with developing effective teaching practices, which cater for the individual needs of their students. We strive to build a culture where learning is valued by all students.

We aim to improve the collective wellbeing of our school community while delivering innovating and engaging lessons for our students. This is a big challenge and one in which we are yet to perfect – but we are working on it! 2016 has been hectic and productive and many students have accomplished personal goals of which they can be proud.

Across the school, students have had many opportunities to develop their interests and talents

throughout the year in a variety of academic, sporting and cultural pursuits. I am so proud of their efforts and have enormous pleasure in sharing some of the highlights of 2016 with you below.

Academic Achievements in 2016

- Chloe O'Bryan achieved an ATAR of 99.45 which was the highest ATAR outside of the Sydney Metropolitan Area for 2015 and equal to the best HSC result in Finley High School history.
- Chelsea Dempster won the regional final of the Sydney Morning Herald Public Speaking competition. She did this via video link.
- Finley High School team members were the Tournament of the Mind 2016 Regional Champions and Victorian State Finalists.
- Sophie Lostroh was awarded the prestigious Victor Chang Cardiac Research Award 2016.
- Damon Anderson was accepted into the Honeywell Engineering Summer School at Sydney University.
- Proud and Deadly Awards for 2016 went to Tiarna Taylor and Andrew Neeson (academic), Natalie and Warren Pitt (creative and performing arts), Dylan Sibraa, Jessica Adams, Mason Peters, Dora Miaoudis and Georgia Hammersley (encouragement), Jack Anderson (citizenship), Kayla Smith (sport) and Natalie Pitt, Warren Pitt and Vanessa Hayes–Beetson for successfully completing Year Twelve.
- Ann Cameron was awarded the Kwong Lee Dow Scholarship from Melbourne University for 2016.
- Zac Barlow was accepted into the Young Endeavour program to set sail at the end of January, 2017.
- Ellie Jones has been selected to represent Australia at the Global Young Leaders Conference in Washington and New York in 2017.
- Mrs Dempster, Miss Laxton and Ms Archinal all participated in HSC marking this year which is invaluable to their knowledge of HSC standards and directions. While Mrs Littlejohn presented a workshop at the Riverina Beginning Teachers Conference in Narrandera on how she uses technology in the classroom. She also shared her expertise with the staff at Finley High School.
- The staff attended 4 extended professional learning afternoons to learn about new IT skills and applications, HOW2Learn – Higher order ways to learn, CPR and Anaphylaxis training, Mind Matter, NAPLAN evaluation as well as reviewing our school in light of the School Excellence Framework.
- The Homework Centre, held every Wednesday afternoon, had over 200 students attending and 12 staff volunteering their time to help students learn after school.
- The Learning SpACE was engaged 4 days per week where students received assistance with assignments or engaged in extension activities.
- Over 1000 students achieved awards on Formal Assemblies this year including KRAM Awards, rewarding students for their positive approach to learning.
- Berrigan Shire Employment Expo, the Year Twelve Tertiary Tour, Youth Frontiers, Mock

Interviews, Careers Day Out and our Future Moves links with Charles Sturt University has enabled students to explore post school options in a variety of different ways. Students from Year Nine travelled to Albury to participate in a Future Directions Tertiary Aspirations Workshop at Charles Sturt University. The students engaged in a critical thinking task that saw them working with students from other schools to utilise their communication, negotiation and problem solving skills. They investigated study skills and how to best approach study for up-coming tasks and deadlines.

The Arts, Student Leadership and Wellbeing

- 2016 school captains were Grant-Patrick Smith and Jorja Daniel and our vice captains were Chelsea Dempster and Joshua Barrett.
- Free, Fresh and Fit workshops were presented by the NSW Riverina Schools to all Year Seven students to promote healthy eating and lifestyle choices.
- SToMP Events for 2016 include: Trivia night to raise community awareness of this group; Close the Gap Day – This day recognises the discrepancies between the health of indigenous and non-indigenous Australians; National Day against Bullying and Violence (Bullying No Way Day) – Activities included skipping, three legged races, giant chess and much more; MAYDAY – This is an initiative of the Butterfly Foundation to help raise awareness for supporting people affected by eating disorders; RUOK Day – Recognises that we care for each other and just asking RUOK can make a huge difference to the state of minds of our friends; Riverina YOUTH Mental Health Forum where our students were asked to present a workshop based on their initiative; World Teachers Day had the STOMP team preparing breakfast for the staff of the school in appreciation of their efforts throughout the year; Strength and Fears initiative where students in all roll calls identified a fear they have and a strength they have. These were then posted around the school so students knew they were not alone in their feelings.
- Year Twelve Musical Evening in September saw our HSC students present their music pieces to the community before their examination.
- Udderly Awesome Day saw over \$500 raised to support dairy farmers across NSW who are finding it tough at the moment.
- Positive Behaviour for Learning (PBL) – the whole school community voted on the most important values to reiterate with our students at Finley High School. They are Respect, Responsibility and Learning. This will form the basis of future behaviour management at Finley High School.
- Empowerment Day in Term 4 enabled Year Nine boys and girls groups to examine issues related to body image, self-esteem, health and investigate what it means to be a man or women in the 21st century. Evaluations showed that this was an extremely valuable day of learning for our students.
- Jade O'Bryan, Courtney Sexton, Leah Dalgliesh, Kiara Keating, Emma Alexander, Grant-Patrick

Smith, Tylan Sharp, Sam Orro, Lachlan Pyle and Tom Burns took part in a community organised immersion tour of East Timor under the leadership of Yasmine McGrath and Brittany Scott.

- Chelsea Dempster spoke about the inequities in health she found from her Hope Global mission to Rwanda last year and compared them to the differences in Indigenous and non-indigenous health in Australia as part of Close the Gap day.
- Kayla Smith travelled to Canada to compete with the 2016 Track and Field Tour Team. Kaila is a gifted athlete who competed in Kelowna and Vancouver in long jump, high jump, 100m and 200m.

Sporting Achievements

- Coree was the winning house for the 2016 Finley High School Swimming Carnival.
- Fifty students made it through to the zone swimming carnival held in Hay in 2016. Of these, thirty students competed in the Riverina Regional Combined High Schools Swimming Carnival in Leeton and twenty students from Finley High School were selected to represent the Riverina at the Combined High School State Swimming Championships in Sydney: Justin Lawton, Ben Chesworth, Zander Nash, Rory Knight, Ben Ashley-Cooper, Nick Burns, Zec Cuppens, Tom Burns, Lachlan Pyle, Damon Anderson, Tom Burton, Jemma Coombs, Elle Rochford, Sascha Jones, Ellie Jones, Eloise Ashley-Cooper, Daniela Gargaro, Michelle Barnes, Emma Carey and Johanna Tessier. They achieved the following outstanding results: The girls relay included a 15 years 4 x 50m freestyle team (Sascha Jones, Ellie Jones, Johanna Tessier and Emma Carey) who did a 3.04 second personal best to finish an impressive 16th out of 28. The girls continued their great performance with the All Age 6 x 50m relay doing a massive 6.38 second personal best; Sascha Jones qualified for 5 individual events, swimming near or under her personal bests. In the 100m Backstroke she did a 2 second personal best to qualify 7th in the finals; Ellie Jones qualified in 3 individual events, competing in the timed final for 200m Freestyle and achieving a solid personal best in her 50m Freestyle; Benjamin Ashley-Cooper did a personal best in 50m Freestyle; Our multiclass swimmers did a great job in the pool. Dela Gargaro competed well in 50m Backstroke and 50m Freestyle. Thomas Burton swam in a variety of individual events with a notable performance in his 50m Breaststroke where he finished 3rd.
- Cross Country – Damon Bainbridge was the first runner back in the 5km course in Finley.
- Zander Nash, Justin Lawton and Jemma Coombs competed at the State Cross Country Finals in Sydney.
- Tuppal won the 2016 Finley High School Cross Country Event.
- The annual Athletics Carnival saw 19 records being broken, these were: Ben Ashley-Cooper: 400m, Javelin and Triple Jump; Nicholas Baldwin: 100m, Finley High School Fastest Boy; Tyrone

Smithers: Triple Jump; Sam Orro: Long Jump; Ally Barlow: 200m and 400m; Tiarna Burke: 200m, High Jump and Triple Jump; Jemma Coombs: 400m and 1500m; Sascha Jones: Long Jump; Dora Miaoudis: Discus; Kayla Smith: 100m, 200m, 400m, Long Jump and Finley High School Fastest Girl.

- Coree was the winning house of the 2016 Finley High School Athletics Carnival.
- Kayla Smith, Sascha Jones, Shadeau Brain, Ben Chesworth, Justin Lawton, Zander Nash, Ally Barlow, Karla Nicholls, Taylor Simpson, Tiarna Burke, Kattarina White and Nicholas Baldwin all qualified for the State Athletics Carnival in September.
- Kayla Smith was placed third in NSW in Long Jump, receiving a Bronze Medal. She jumped 5.36m which is a mere 2cm off the gold medal jump.
- Jai Taylor was selected in the AFL Flying Boomerangs Leadership Program.
- Georgia Lunn, Meg Marsden, Emma Marsden and Kate Eddy competed in the North Eastern Interschool Equestrian Team Challenge in Tatura.
- Hayley Doohan, Katie Archer and Savannah Wilson represented Finley High School in the Riverina girls Under 15 AFL team which competed at Albury. From this Hayley was selected to represent NSW in the Australian carnival held in Maroochydore.
- Tom Whelan, Luke Bramley, Jack Sexton and Ben Ashley-Cooper represented Finley High School in the Riverina Boys' under 15 AFL Team in Albury. Jack was successful in being named in the Merit Team, which is a team made up of NSW public school students.
- Paige Nash and Courtney Sexton were selected for the Riverina Netball Team.
- Riverina Swimming Carnival for Multi Class Students – Riley Nolen (Year Ten) won four races; Kenielle Chellew (Year Eight) received a second in Backstroke and second in Butterfly.
- Ten Finley High School students travel to Taipei to compete in the International Children's Games earlier this year.

Extra Curricular

- Rachel Barnes won the Berrigan Shire Junior Citizen of the Year for her work with many local groups including the Finley Swimming Club, Blighty Netball Club and the Finley High School Dairy Team. Her role as mentor and coach has helped many young students reach their potential.
- Dela Gargaro won the Berrigan Shire Council Junior Sportsperson of the Year for her outstanding success in Athletics in Year Six.
- Sophie Lostroh won the Conargo Shire Junior Sportsperson of the Year for her efforts in playing and coaching netball at Blighty.
- Grant-Patrick Smith won the Jerilderie Junior Citizen Award.
- Paige Nash won the Jerilderie Junior Sportsperson of the Year award.
- Courtney Sexton was awarded the Finley Lions Club 2016 Youth of the Year.
- We welcomed exchange student, Rami Zeltner, to Finley High School in May.

- Our annual MADD night performance was held again this year showcasing our wonderful students' talents in Music, Art, Dance, Drama and Design. This year's theme was 'Time'.
- The Senior Leadership group ran lunchtime activities this year with the aim to create some team building opportunities and have some fun. They facilitated activities and competitions such as; handball, hula hoops, mat ball, Zumba and air guitar.
- Red and White Day (for Muscular Dystrophy) targeted and raised over \$5000 which resulted in Mrs McRae having her head shaved.
- Formation of Aboriginal Education Consultative Group (AECG)
- Years Nine and Ten Drama students competed in the Dramatic Minds Festival in Deniliquin.
- Covered Outdoor Learning Area (COLA) was constructed in Term 4 to provide shelter and shade in the playground for our students.