

Kempsey High School

Annual Report



2017



8123

Introduction

The Annual Report for **2017** 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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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 472 students in 2017 which included 156 (35%) Aboriginal students. 122 students (26%) 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 2017 the school had an ICSEA (Index of Community Socio–Economic Advantage) of 855 and a FOEI (Family Occupation and Education Index) of 157. These indices reflect the financial pressures impacting on many of the school's families. In 2017, 67% of families were in the bottom income quartile and 89% 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 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.

Our self–assessment indicated a need for:

- higher levels of dissemination of students' specific needs among teachers;
- revision of the Teaching and Learning Programs policy and support for its implementation with a monitoring focus on how programs use assessment data to explicitly address student needs, particularly in literacy;
- analysis using the Wellbeing Framework to enable the school to cohesively bring a variety of wellbeing initiatives together under an overarching framework;
- teacher professional learning about high leverage explicit teaching practices and monitoring / evaluation of their use and effects;
- focused support to identify and address specific student behaviour issues;
- use of the Teacher Professional Standards in discerning and addressing common teacher professional learning needs; mentoring and coaching and professional learning about how to make classroom observations specific to teacher professional learning needs.

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

For more information about the School Excellence Framework:

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

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Strategic Direction 1

Student learning is improved by lifting student attendance and engagement.

Purpose

The first strategic direction seeks to lift student attendance and engagement. Both are key elements in raising student performance measures and the learning culture at Kempsey High School. Several pieces of data indicate the importance of lifting these elements. 2016 attendance fell by 3.7% to 78.4% (11.3% below the state figure). Year 11 and 12 students received an average of 0.8 academic warning letters per student. The Tell Them From Me student survey indicated that only 35% of students said they were intellectually engaged (down 3% from 2015 and 11% below the state norm). Only 23% said they were interested and motivated, (up 4% from 2015 but 2% below the state norm). We must do better.

Overall summary of progress

Attendance improvements in semester one are noted in the Student Attendance Profile on page 13 and show improvements in Years 9 and 11 and overall by 0.4%. The overall attendance improvement measure for semester two rose by 3% for all students and 5.5% for Aboriginal students.

Improvements in the issue of N Award letters are a measure of academic engagement. The improvement measure for all students was not achieved and was only achieved for Aboriginal students in year 10.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Second semester attendance above 77% (2016 semester 2).	1 hour SASS time daily plus 5 hours 24 roll classes x 100 mins weekly KASAT team 80 hours Principal 5 hours total x .66 = \$149,538	2017 second semester attendance was 81%.
Aboriginal students second semester attendance above 68.7% (2016 semester 2).	As above. Total x .33 = \$74,769	2017 second semester attendance for Aboriginal students was 74.2%.
Reduction in warning letters from 2016 (Year 10: 265, Year 11: 121 and Year 12: 61).	810 warning letters x .66 = \$10,358	This improvement measure was not achieved. The numbers of warning letters increased in 2017: Year 10: 374, Year 11: 163 and Year 12: 104.
Reduction in warning letters from 2016 for Aboriginal students (Year 10: 150; Year 11: 42 and Year 12: 19).	810 warning letters x .33 = \$5,179	This improvement measure was only achieved for Year 10. The numbers of warning letters for Aboriginal students in 2017 were: Year 10: 38, Year 11: 76 and Year 12: 45.

Next Steps

The Learning and Assessment Support program will target interventions to support students in danger of receiving an N Award warning. It will be contingent on satisfactory implementation of early warning triggers to alert the need for support programs to be implemented.



Strategic Direction 2

Teaching of reading, writing and STEM is refined.

Purpose

The second strategic direction recognises the need to lift student attainment in reading and writing because they are essential tools to producing the successful learners the school vision statement seeks. This strategic direction recognises that the most important factor that the school can influence to maximise student learning in these areas is the quality of the teaching. It strives to embed professional learning with colleagues into the day-to-day work of all staff to lift the quality of teaching.

Overall summary of progress

The Year 7 Lexia Reading program commenced delivery to small groups of 6–8 students and extended to groups of 20. It will be extended further as teacher training and resources are expanded.

HSC course means were not lifted above the state average means although results compared to similar schools were positive in several courses.

The goal of writing three Stage 4 STEM units was achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students in Year 7 lift reading attainment by a minimum of one Lexia level.	300 Lexia lessons = \$25,780 30 hours = \$4292 Testing 6 teacher days = \$3090 Total: \$33,162	10 groups of 6–8 students completed 30 Lexia lessons each. 20 students completed 30 hours of Lexia in semester two.
Six or more HSC course means above state mean.	See Strategic direction 3 for costing.	In comparison to previous years, no HSC course means were above the state mean. Further detail is provided in Strategic Direction 3.
Complete writing of three Stage 4 units each comprising 12–16 differentiated STEM lessons.	14 periods STEM weekly = \$45,663 108 teacher periods STEM meetings = \$8807 16 teacher days STEM Academy = \$8240 Total \$62,710	Three Stage 4 units, each comprising 12–16 differentiated STEM lessons were written and taught to all students in Years 7 and 8.

Next Steps

New baseline testing of Reading for year 7 students will commence the Lexia Reading program in 2018. Teacher training in the use of this program will be expanded to support the extension of the program.

The implementation of the three HSC improvement initiatives outlined in the next steps section of the 2015–2017 Strategic Direction 3 seeks to achieve sustained growth in HSC outcomes through the:

- Raising HSC Performance Teacher Professional Learning Program;
- The Stage 6 Student Academic High Achievers Program, and
- The Learning and Assessment Support Program.

The STEM team has been expanded and the team will focus on the use of the Lesson Study Model to collaborate on the joint writing, teaching and evaluation of further STEM units.



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

The Z scores for all HSC courses were below the state averages. When compared with students from the similar schools group, the Z scores for English, Mathematics, Science, Visual Arts and Personal Development, Health and Physical Education were higher than those for the similar school's group.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Each faculty achieves the planned HSC student performance measure.	<p>28 classes x 5 periods = 140 periods weekly x 30 weeks = 4200 periods.</p> <p>Tutorials = 672 periods</p> <p>Total 6,872 periods = 812 teacher days x \$515 =</p> <p>Total: \$418,180</p>	<p>The performance measures comprise:</p> <ul style="list-style-type: none"> the course Z score (the distance the school mean is away from the state mean measured in the number of standard deviations). The faculty's HSC results compared with the similar schools group for both within school variation and variation from the state mean. <p>English:</p> <p>Z scores: Advanced –1.83; Standard –0.64. Within school –0.00; school vs state –0.78 (similar schools group –0.01 and –0.78).</p> <p>Mathematics:</p> <p>Z scores: 2 unit –1.45; General –0.67. Within school –0.03; school vs state –0.91 (similar schools group –0.11 and –0.84).</p> <p>Science:</p> <p>Z scores: Biology – 0.53; Chemistry –1.46; Physics –0.84; Senior Science –0.34. Within school 0.18; school vs state –0.61 (similar schools group 0.04 and –0.71).</p> <p>Human Society & Its Environment:</p> <p>Z scores: Ancient History –0.73; Business Services examination –0.37; Legal Studies –0.71; Retail Services exam –0.06. Within school –0.05; school vs state –0.71 (similar schools group 0.04 and –0.71).</p> <p>Technology & Applied Studies:</p> <p>Z scores: Agriculture –0.60; Hospitality examination –0.74; Industrial Technology –0.91;</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Each faculty achieves the planned HSC student performance measure.		<p>Primary Industries exam -0.09; Textiles & Design -1.24. Within school -0.52; school vs state -0.79 (similar schools group 0.07 and -0.44).</p> <p>Creative Arts:</p> <p>Z score: Visual Arts -0.74. Within school 0.41; school vs state -0.56 (similar schools group 0.06 and -0.61).</p> <p>Personal Development, Health & Physical Education:</p> <p>Z score: PDHPE -0.56. Within school 0.26; school vs state -0.19 (similar schools group 0.04 and -0.39).</p>

Next Steps

Three future directions will be included in the 2018–2020 school Plan:

- **Raising HSC Performance Teacher Professional Learning Program** commencing initially with training about the HSC moderation process and ATAR scaling and moving towards jointly marked common assessment tasks.
- **Stage 6 Student Academic High Achievers program** to include exposure of higher performing students to the study rigours of high performing students generally and historical comparisons of the marks of previous anonymous high achievers with their ATAR.
- **The Learning and Assessment Support program** incorporating early warning to the student, parents and support staff of a student's potential non-completion of an assessment task.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer \$65,509</p> <p>Clontarf 52 students x \$1250 \$65,000</p> <p>Girls Academy 54 students x \$1250 = \$67,500</p> <p>Less \$9630 (paid by low SES)</p> <p>Total \$188,379</p>	<p>Aboriginal background funding has enabled the school to:</p> <ul style="list-style-type: none"> • Resource the Clontarf Academy and the Girls Academy in order to lift Aboriginal attendance and engagement. Specific details are provided in the Policy Requirements section: Aboriginal Education. • Strengthen partnerships and promote genuine collaboration between the school, Aboriginal families, the Macleay Valley Local Aboriginal Education Consultative Group and Aboriginal community organisations. At Week 8 of Term 3, 82 Aboriginal students (55%) had Personalised Learning Pathway plans (PLPs): Year 7 = 36/37; Year 8 = 9/30; Year 9 = 13/26; Year 10 = 6/28; Year 11 = 10/21. • Strengthen 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).
Low level adjustment for disability	<p>1.9 LaST Teachers \$192,990</p> <p>0.5 Teacher (Learning faculty) \$50,787</p> <p>0.4 SLSO \$23,734</p> <p>Teaching Resources \$999.</p> <p>Total \$268,141.</p>	<p>Low level adjustment for disability funding has provided support to:</p> <ul style="list-style-type: none"> • engage students and their parents/carers in collaborations to personalise learning and provide support that reflects student needs. • increase the level of students' participation and engagement in learning. • improve students' learning outcomes. • enhance students' access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services, and • increase the effectiveness of classroom and school organisation. <p>About 60 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. 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 students soon to transition to work including school maintenance and grounds work. 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>Socio-economic background</p>	<p>Enterprise Centre:</p> <p>1.15 teacher \$116,810</p> <p>1.0 SLSO \$\$59,336</p> <p>KLAAS \$132,046</p> <p>Student Assistance \$2244</p> <p>Homework Centre \$23,391</p> <p>KHARE 1.0 teacher \$101,574</p> <p>KHARE Transport \$6219.29</p> <p>Aboriginal programs \$9630</p> <p>Learning Faculty 3.0 teachers \$304,722</p>	<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. Both of these initiatives have consistently lifted the school's retention rate and maintained the quality of school life for students above state averages. 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% and 11%) and scored higher than the state average. Superior results were achieved for the comprehensive classes and the Enterprise Centre classes in previous Tell Them From Me Surveys, 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. 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 2017, 76 students attended at least once. There were 458 individual visits to the Homework Centre in 2017 (up 136% compared with 2016) with an average of 6 visits per student (up 131% compared with 2016).</p> <p>About 230 students accessed the Key Learning Areas Assessment Support (KLAAS) program in 2017. In this program:</p> <ul style="list-style-type: none"> • 34 Year 12 students had 5 or more study periods supported by the KLAAS teacher and had access to laptops, assessment support and career advice. • 72 Year 9 and 10 students had assessment and course work support for two lessons in each of their core classes with a specialist subject teacher. • 8 groups of Year 7 and 8 students accessed KLAAS for 3 or more lessons in groups of 6–8 to participate in the Lexia literacy program and Mathletics • One Year 8 group trialled Lexia Literacy for four mornings each week. This will be expanded in 2018 to years 7–10. • 78 students received individual referrals for extra assistance and tutoring and support with assignments and assessable tasks. • 10 students received academic support due to long term absences. <p>Twelve students were given intensive support through the Kempsey High Attainment</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	245	233	235	250
Girls	224	208	215	216

Student enrolments rose slightly in 2017 to 466. In 2017, 122 students were enrolled in Years 11 and 12. 31.5% of students were of Aboriginal descent, an increase of 1.5% since 2016. 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 14% (36 students), the outwards mobility rate was 22% (104 students) and the total mobility rate was 36% (171 students).

Student attendance profile

School				
Year	2014	2015	2016	2017
7	86.2	86.2	84.6	86.4
8	82.5	81	79.7	79.6
9	81.3	84.3	75.4	79.5
10	74.2	75.9	77.8	71.4
11	77.2	82.2	71.2	73.1
12	84.9	86.8	84.2	85.1
All Years	80.8	82.1	78.4	78.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Parents and carers are advised of their child's absence on a daily basis. Student non-attendance was reviewed by the Learning Support Team. Aboriginal student's non-attendance was reviewed by the Kempsey Aboriginal Student Attendance Team. These teams

designed interventions to assist in increasing the attendance of students with chronically low attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	14
Employment	2	6	21
TAFE entry	2	6	14
University Entry	0	0	41
Other	2	1	0
Unknown	0	10	4

Year 12 students undertaking vocational or trade training

73% (37 students) 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% (48) of students beginning year 12 (52 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
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	30.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	11.78
Other Positions	1

*Full Time Equivalent

At Kempsey High School, 9 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	3

Professional learning and teacher accreditation

Teacher professional learning was undertaken in four modes:

1. Five School Development Days which comprised:

- January 2017: Staff training included the emergency evacuation procedures and an update on Child Protection.
- April 2017: Staff training included the Literacy K–10 Continuum and evaluating and writing teaching – learning programs.
- July 2017: 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 2017: 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 Careers teaching, the Academy for Interactive Entertainment (Animation course), Scout training (Student and School Performance data), English programming, Technology & Applied Studies training and STEM team training.

3. Several teachers participated in Collegial Leadership Network meetings in Careers teaching, Hospitality, English, Mathematics, Science and Technology & Applied Studies.

4. Apart from in–school collegial professional learning,

47 teachers undertook external professional learning about a variety of topics. These included teaching and programming in English, Mathematics, Drama, Geography, Science, Dance, Extension 2 English, Physics, Ancient History, Textiles & Design and coaching in specific sports. Professional learning was provided externally about HSC marking in Science, Coding, Infinity Maps (Personalised Learning Plans), NAPLAN online training, Assessment in Mathematics, Operation Art, Highly Accomplished and Lead Teacher workshops, Management of Actual and Potential Aggression, Strategies for Lifting Achievement, Simon Breakspear Leadership, CPR & Anaphylaxis Train the Trainer, Drug & Alcohol workshop, Social Media Master class and Digital Literacies workshop. Special Education training included provision of extra support for students with disabilities, Understanding and Supporting Students’ Behaviour and Behaviour Support Plan training.

The STEM team participated in the Sydney University STEM Academy. Further training in Aboriginal Education included Connecting To Country (6 teachers), Aboriginal Dance and the Healing Together workshop. Training was provided to non teaching staff in Workplace Hygiene Procedures, Youth Mental Health First Aid, the Performance Development process and Aboriginal Education.

School staff provided professional learning to other teachers through the Agriculture Lighthouse Schools program and contributed to the development of Registered Training Organization resources for Business Services VET.

The total expenditure on teacher professional learning was about \$55,217, which comprised course fees \$10461, teacher relief of about \$40,000 and travel \$4,810.

During 2017, three teachers were engaged in the process of gaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers. External New Scheme Teacher Training was accessed by several teachers. A coordinator was appointed to develop and implement a program of professional learning and support for these teachers. The program included workshops on common professional issues, provision of links to Australian Institute of Teaching and School Leadership resources, use of the Teacher Quality Adviser and workshops for supervisors. 26 teachers were maintaining accreditation at the 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 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	1,937,776
Revenue	7,936,103
Appropriation	7,527,561
Sale of Goods and Services	39,140
Grants and Contributions	363,833
Gain and Loss	0
Other Revenue	0
Investment Income	5,569
Expenses	-7,938,969
Recurrent Expenses	-7,938,969
Employee Related	-6,638,060
Operating Expenses	-1,300,909
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-2,866
Balance Carried Forward	1,934,910

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. A Finance Committee shares decision making and makes recommendations to the principal.

It details carried forward and administrative savings for upgrades of the library, farm and playground. Administrative savings included meeting expenses (reduced by 41% to \$882) and travelling and sustenance (reduced by 60% to \$11,542). It notes a 73% increase in operating expenses that was made up of increases in the purchases of consumable materials (60%), textbooks (300%) and teaching resources (71%) compared with 2016. Other expenditure increases included computer hardware (by 119% to \$106,253), computer software (by 101% to \$20,662), telephone (by 12% to \$5059), electricity (by 9% to \$71,027), water & sewerage (by 22% to \$22,480) and maintenance (by 39% to \$87,344).

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,183,342
Base Per Capita	70,814
Base Location	3,938
Other Base	5,108,590
Equity Total	1,212,492
Equity Aboriginal	188,379
Equity Socio economic	755,972
Equity Language	0
Equity Disability	268,141
Targeted Total	679,454
Other Total	310,176
Grand Total	7,385,464

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

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 492.3 was 0.14 points higher than the 2013–2017 school average of 492.16 and 56.3 points below the state average of 548.6. The average Year 5 (2015) to Year 7 growth was 38.4 which was 7.9 points lower than the state average growth.

Year 7 Writing

The average **Writing** score of 458.7 was 8.18 points higher than the 2013–2017 school average of 450.52 and 58.1 points below the state average of 516.8. The average Year 5 (2015) to Year 7 growth was 34.8 which was 1.3 points higher than the state average growth.

Year 7 Spelling

The average **Spelling** score of 487.9 was 4.26 points lower than the 2013–2017 school average of 492.16 and 70.4 points below the state average of 558.3. The average Year 5 (2015) to Year 7 growth was 36.2 points which was 15.8 points lower than the state average growth.

Year 7 Grammar & Punctuation

The average **Grammar and Punctuation** score of 483.3 was 4.36 points higher than the 2013–2017 school average of 478.94 and 63.3 points below the state average of 546.6. The average Year 5 (2015) to Year 7 growth was 34.6 points which was 2.4 points lower than the state average growth.

Year 9 Reading

The average **Reading** score of 519.6 was 13.2 points lower than the 2013–2017 school average of 532.8 and 69.2 points below the state average of 588.8. The average Year 7 (2015) to Year 9 growth was 28.9 points which was 9.7 points lower than the state average growth.

Year 9 Writing

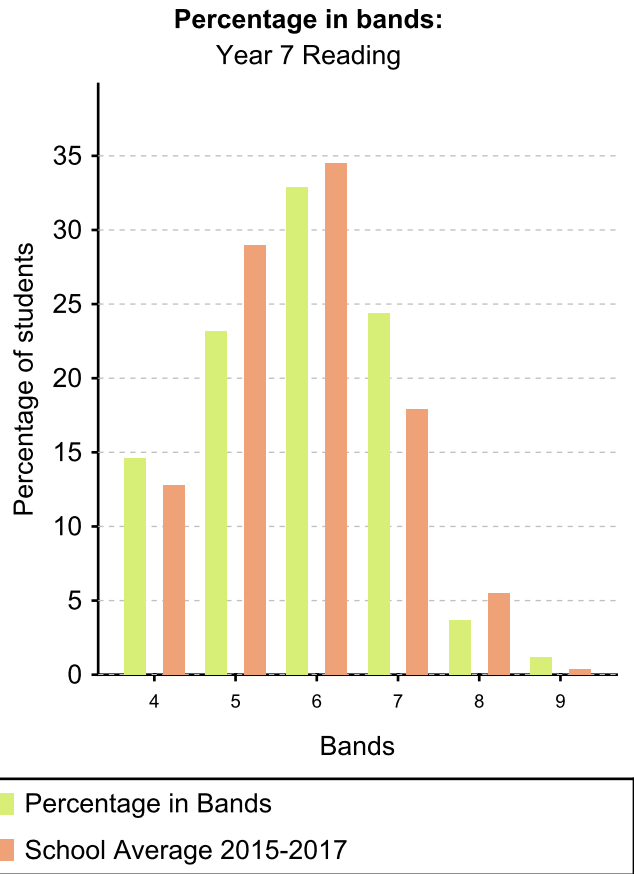
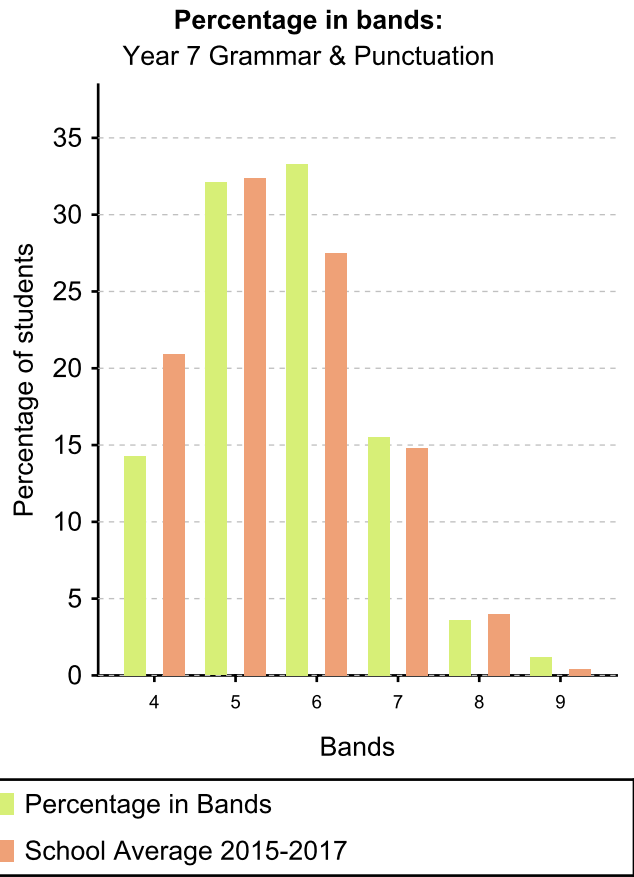
The average **Writing** score of 454 was 19.78 points lower than the 2013–2017 school average of 473.78 and 105.1 points below the state average of 559.1. The average Year 7 (2015) to Year 9 growth was 15.9 points which was 30.6 points lower than the state average growth.

Year 9 Spelling

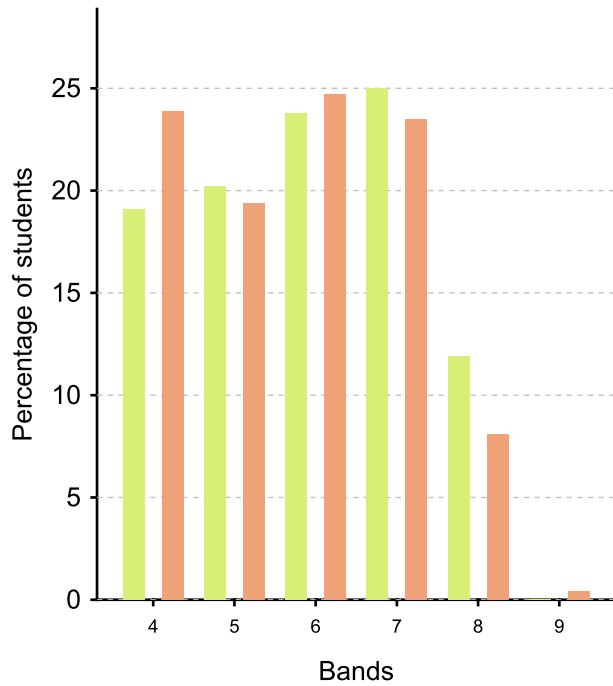
The average **Spelling** score of 515.7 was 18.42 points lower than the 2013–2017 school average of 534.12 and 76.1 points below the state average of 591.8. The average Year 7 (2015) to Year 9 growth was 37 points which was 1 point higher than the state average growth.

Year 9 Grammar & Punctuation

The average **Grammar and Punctuation** score of 486.4 was 29.28 points lower than the 2013–2017 school average of 515.68 and 96.3 points below the state average of 582.7. The average Year 7 (2015) to Year 9 growth was 23.4 points which was 11.4 points lower than the state average growth.

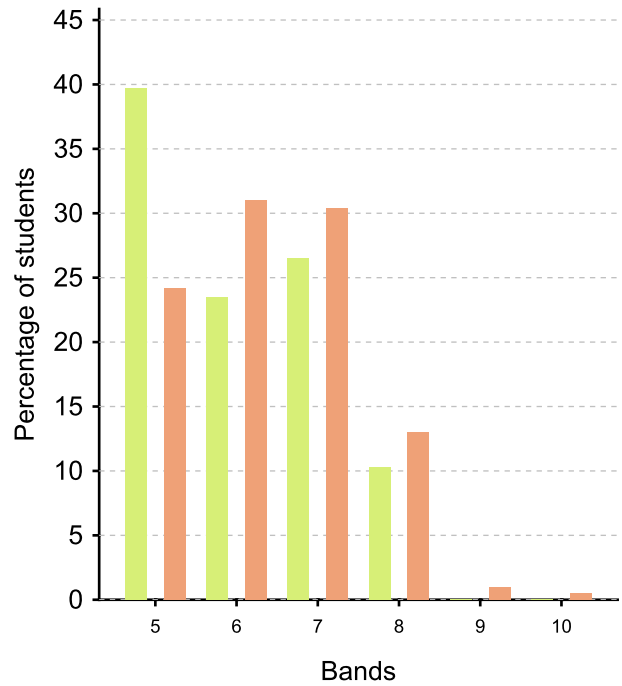


Percentage in bands:
Year 7 Spelling



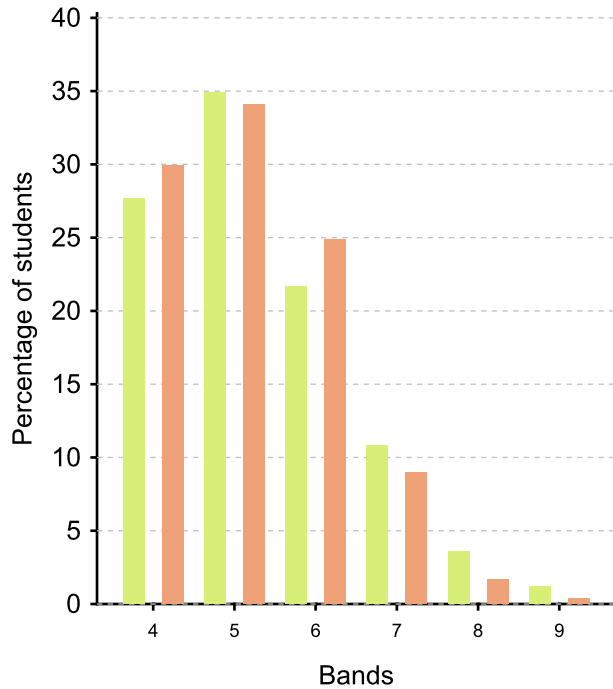
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation



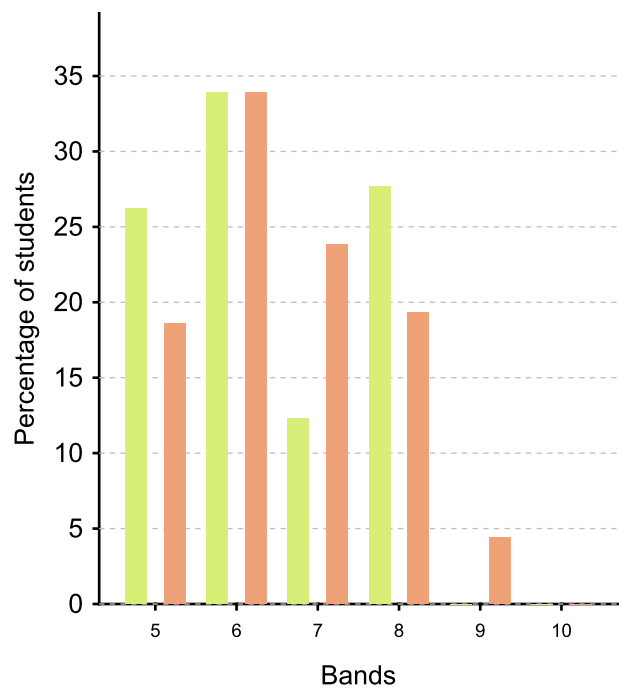
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



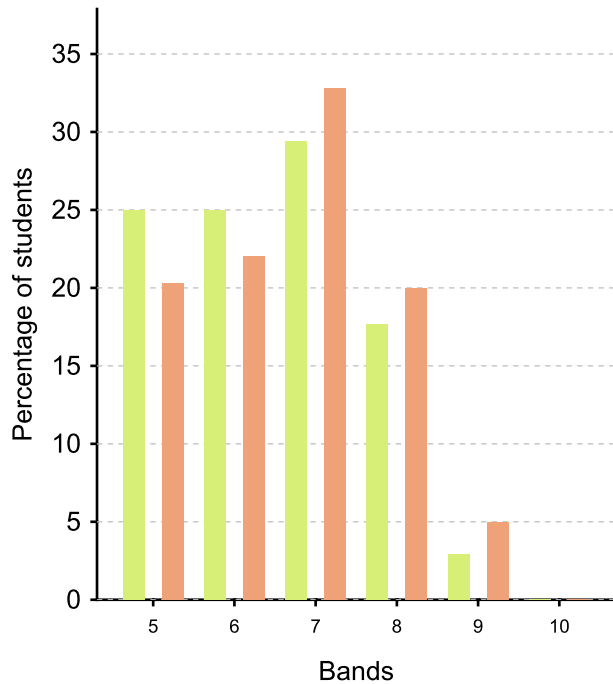
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Reading



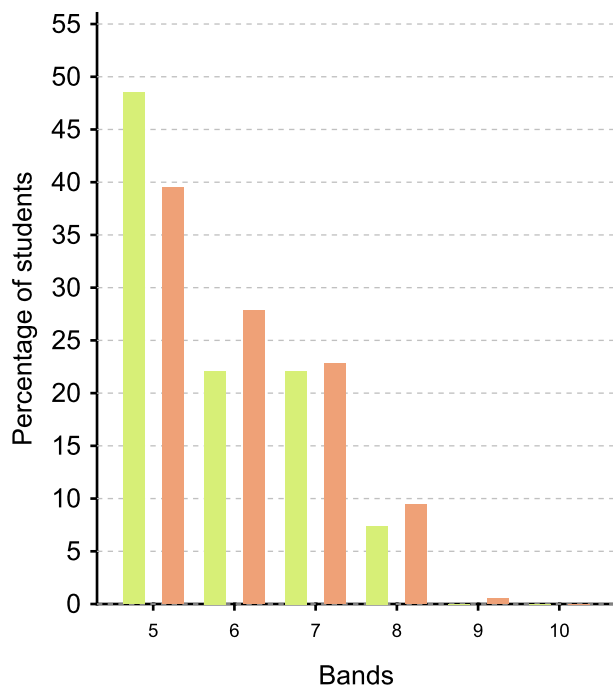
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing

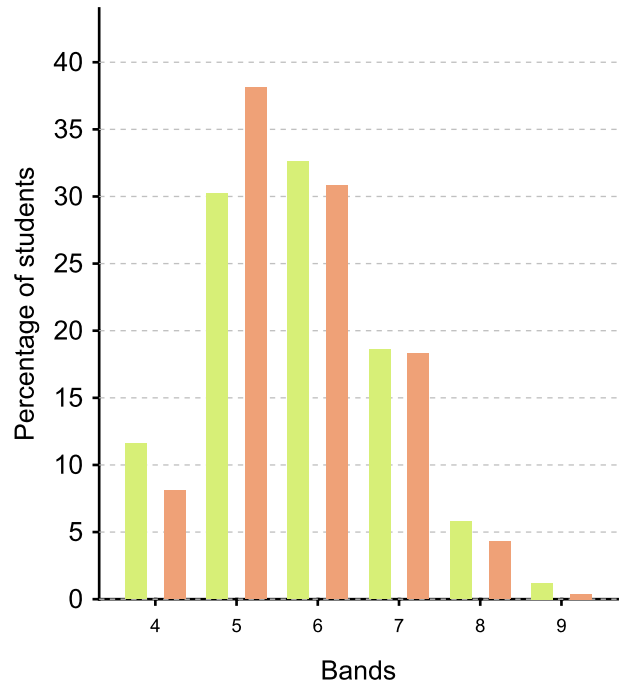


Percentage in Bands
School Average 2015-2017

Year 9 Numeracy

The average **Numeracy** score of 539.5 was 1.5 points lower than the 2013–2017 school average of 541 and 63.4 points below the state average of 602.9. The average Year 7 (2015) to Year 9 growth was 49.9 points which was 2.5 points lower than the state average growth.

Percentage in bands:
Year 7 Numeracy

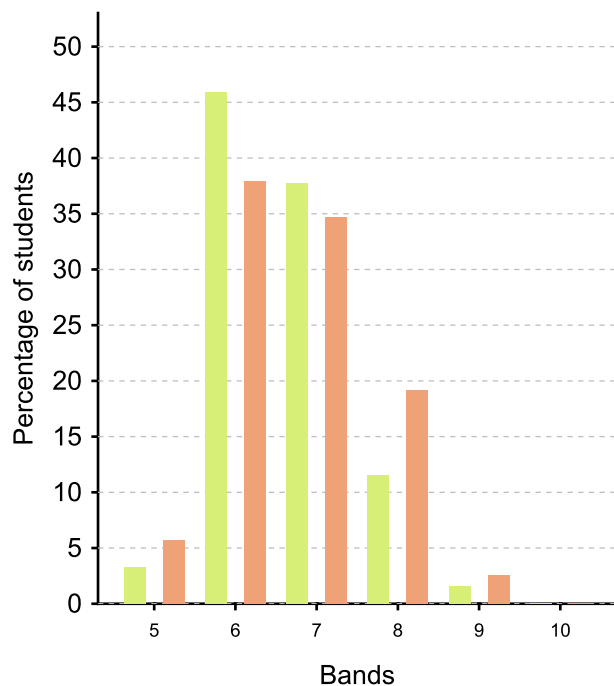


Percentage in Bands
School Average 2015-2017

Year 7 Numeracy

The average **Numeracy** score of 492.2 was 1.32 points higher than the 2013–2017 school average of 490.88 and 68 points below the state average of 560.2. The average Year 5 (2015) to Year 7 growth was 43.8 points which was 17.3 points lower than the state average growth.

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The number of students in the top two NAPLAN bands (bands 8 and 9 for Year 7 and bands 9 and 10 for Year 9) are as follows:

Year 7 Reading 0 (0%); Writing 0 (0%), Spelling 2 (3%), Grammar & Punctuation 0 (0%) and Numeracy 1 (2%).

Year 9 Reading 3 (4%); Writing 4 (5%), Spelling 10 (12%), Grammar & Punctuation 4 (5%) and Numeracy 6 (7%).



Higher School Certificate (HSC)

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

All HSC course means shown in the table are below the state means. When compared with the similar schools group (SSSG), with the exception of English Advanced, course means are above the means for similar schools.

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	61.2	48.8	68.1	59.7
Biology	68.2	63.6	70.9	62.2
English (Advanced)	65.3	68.2	77.6	69.4
English (Standard)	61.7	58.7	65.6	58.5
Legal Studies	67.0	58.4	72.1	67.0
Mathematics General 2	57.3	55.0	63.6	56.0
Personal Development Health and Physical Education	63.6	62.6	67.7	63.6
Visual Arts	74.2	71.0	77.7	74.2

Students in Year 12 2017 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 2017 HSC students who also sat NAPLAN in Year 9 (2014). 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 (2014 Year 9) bands scored -0.23 (slightly below average progress). Students in the middle and high performing NAPLAN (2014 Year 9) bands scored -1.47 and -2.81 respectively (well below average progress).

ROSA

The grades (A, B, C D and E) received by Year 10 students have been compared with the grades received by Year 10 students from across NSW. A higher percentage of grades A and B and correspondingly lower percentage of grades D and E have been achieved in Agriculture, Food Technology, Information & Software Technology and Photographic & Digital Media.

Parent/caregiver, student, teacher satisfaction

Parent Survey

The online Partners In Learning parent survey received 5 responses (1% response rate). The survey includes 7 measures scored on a 10 point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The figure in brackets represents the state average. The results are as follows:

Parents Feel Welcome: School Mean 5.3 (state average 7.4)

I feel welcome when I visit the school. 6.4

I can easily speak with my child's teachers. 6.1

I am well informed about school activities. 3.9

Teachers listen to concerns I have. 5.4

I can easily speak with the school principal. 6.1

Written information from the school is in clear, plain language. 6.1

Parent activities are scheduled at times when I can attend. 3.2

The school's administrative staff are helpful when I have a question or problem. 5.0

Parents Are Informed: School Mean 4.6 (state average 6.6)

Reports on my child's progress are written in terms I understand. 6.4

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 5.0

I am informed about my child's behaviour at school, whether positive or negative. 4.3

The teachers would inform me if my child were not making adequate progress in school subjects. 4.6

I am well informed about my child's progress in school subjects. 4.6

I am informed about opportunities concerning my child's future. 4.2

I am informed about my child's social and emotional development. 3.2

Parents Support Learning At Home: School Mean 3.8 (school mean 6.3)

Does someone in your family do each of the following?

Discuss how well your child is doing in his or her classes. 2.9

Talk about how important schoolwork is. 4.2

Ask about any challenges your child might have at school. 2.9

Encourage your child to do well at school. 4.6

Praise your child for doing well at school. 4.6

Talk with your child about feelings towards other children at school. 3.8

Take an interest in your child's school assignments. 3.8

School Supports Learning: School Mean 4.7 (state average 7.3)

Teachers have high expectations for my child to succeed. 5.4

Teachers show an interest in my child's learning. 3.8

My child is encouraged to do his or her best work. 5.4

Teachers take account of my child's needs, abilities, and interests. 2.1

Teachers expect homework to be done on time. 5.8

Teachers expect my child to work hard. 5.8

School Supports Positive Behaviour: School Mean 5.2 (state average 7.7)

Teachers expect my child to pay attention in class. 6.7

Teachers maintain control of their classes. 3.3

My child is clear about the rules for school behaviour. 7.9

Teachers devote their time to extra-curricular activities. 2.9

Safety At School: School Mean 3.4 (state average 7.4)

Behaviour issues are dealt with in a timely manner. 2.9

My child feels safe at school. 3.8

My child feels safe going to and from school. 4.2

The school helps prevent bullying. 2.9

Inclusive School: School Mean 3.1 (state average 6.7)

Teachers help students who need extra support. 2.9

School staff create opportunities for students who are learning at a slower pace. 3.3

Teachers try to understand the learning needs of students with special needs. 4.6

School staff take an active role in making sure all students are included in school activities. 2.1

Teachers help students develop positive friendships. 2.5

The open-ended comments from parents could not be accessed because there were too few responses to assure the privacy of the parents making the comments.

In the process of seeking parent /caregiver feedback about the proposed school plan, a draft of nine processes was mailed to all families and sent through the school text message system. Feedback was obtained from 27 parents (11 through the paid reply post system and 16 through the online text message link). Parents were invited to a meeting with the executive on 14th. December 2017 to discuss the draft processes.

Feedback was received about:

Curriculum: financial literacy; life skills; more cultural activities for Aboriginal students; assistance for Maths; acceleration for talented students; coordinating assignments to reduce student pressure; and relevant homework that is marked in a timely manner and provided with regular feedback.

Attendance: focus should be engagement; and in-school variations should not trigger a parent text message.

Student Wellness and Behaviour: equitable programs for all students; more lunchtime activities and clubs for students who find it hard to make friends; engagement of all students with sport and activities; minimise mobile phone use; encourage responsibility, respect and leadership along with community and compassion.

Technology and Teaching Resources: need to upgrade Ag farm, playground; purchase of a bus; improve resources and internet access; and access and communicate digital technology impacts on parents.

Teacher Learning: experienced teachers mentor beginning teachers; and encourage and motivate teachers to be fresh and enthusiastic in their approach to teaching.

Communications: use Facebook.

Four parent focus groups totalling 32 parents contributed comments to inform the 2018–2020 school planning process. Comments were received about:

ACADEMIC

* perception that the school does not “push” students academically or promote it.

* range of opportunities and subject offerings.

* quality education & teaching.

* individual teacher attention.

* STEM

STUDENT WELLNESS AND BEHAVIOUR

* pastoral care, anti-bullying processes & wellbeing structures.

* safe & supportive learning environment.

* focus on growing every child.

* frequent high-risk violent incidents / assaults and drug use.

* support staff to manage behaviour (class disruption).

* greater individual support & attention, particularly for newly arrived students and those with special needs.

TECHNOLOGY

* technology and Innovation

COMMUNICATIONS

* promote positive changes.

* sustained, strategic approach to communicating positive school stories.

* strengthen linkages with partner primary schools.

* improve and clarify school's communication channels.

* Good home-school communication.

* community partnerships – visible and active role in the community.

* uniform means school is in control.

(importance of primary teachers understanding the school's initiatives and programs).

* earlier and better transition information, extending to Year 5 with visits, and including school vision, offerings and how the school can support students.

* label staffrooms with the names of teachers therein.

* frequent updating of communication (“culture building channels”).

* have they got homework?

* Aboriginal material in the newsletter.

* offer to send enrolment information by post /

enrolment brochures.

* follow up to inquiries.

Student Survey

241 students responded to the Tell Them From Me survey (64 Year 7; 61 Year 8; 51 Year 9; 40 Year 10 and 25 Year 11). Student responses have been grouped around the 2018–2020 school plan strategic directions as either percentages or scores out of 10 for 32 items with state averages in brackets and previous school means where available in parentheses.

Academic:

Advocacy at school 5.3 (6.0)

Homework technology 42%

Aboriginal homework behaviour 36% (54%)

High Academic Self concept 56% (63%) {58%}

Medium Academic Self concept 33% (29%) {31%}

Low Academic self concept 11% (9%) {10.5%}

Intellectual Engagement 34% {38%}

Interest and Motivation 18% (30%) {20%}

Aboriginal Intellectually engaged 34% (48%)

Effective Learning time 5.9 (6.7) {6.0}

Effort 55% (66%) {55%}

Expectations of Success 6.4 (7.2) {6.7}

Attendance

Truancy / lateness 19% (95) {17%}

Wellness and Behaviour

Finish Year 12 66% (84%) {74%}

Go to University 49% (63%) {50%}

Get A Trade 45% (39%) {42%}

Bullying Victim 40% (27%) {36%}

High level of Happiness 30% (37%) {30%}

Medium level of Happiness 45% (44%) {44%}

Low level of Happiness 35% (32%) {35%}

High level of Optimism 38% (44%) {36%}

Medium Level of Optimism 38% (39%) {40%}

Extra Curricula involvement 20% (21%) {29%}

Positive Behaviour 71% (86%)

Positive Learning Climate 5.6 (6.0) {5.3}

Positive Relationships at School 68% (79%) {73%}

Positive Teacher – Student Relationships 5.8 (6.1) {5.8}

Relevance 5.4 (5.9) {5.6}

Rigour 5.7 (6.1) {5.8}

Sense of Belonging 53% (66%) {56%}

Appropriately Challenged 26% (42%) {28%}

Too Challenging (low skills) 55% (40%) {51%}

Low Challenge 8% (11%) {10%}

Low Challenge and Low Skills 55% (40%) {51%}

Value School Outcomes 62% (75%) {67%}

Technology

Some use of Technology in class 81%

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.

35 teachers completed the online survey. Teacher responses have been grouped around the 2018–2020 school plan strategic directions as either percentages or scores out of 10 for 32 items with state averages in brackets and previous school means where available in parentheses.

Academic

Quality Feedback provided 6.7 (7.3) {6.25}

Focused teaching strategies used 7.5 (7.9)

Student Wellness and Behaviour

Inclusive School 7.8 (8.2) {7.7}

Learning Culture 7.6 (8.0) {7.55}

Supporting students to overcome obstacles to learning 7.3 (7.7) {7.05}

Parent Involvement 5.9 (6.8) {5.35}

Technology

Use of technology 7.0 (6.7)

Teacher Learning

Leadership of Teacher Learning 5.7 (7.1) {4.7}

Set Challenging and Visible Goals 7.2 (7.5) {6.8}

Collaborate with Colleagues 7.3 (7.8)

Data Informs Practice 7.4 (7.8) {7.4}

Leader communicated strategic vision 56% agree, 17%, 28% disagree

Leaders leading improvement and change 50% agree, 25%, 19% disagree

Good Staff morale 50%, 19%, 33% disagree

Planned Learning Opportunities 7.1 (7.6)

Communications

Parent Involvement 5.9 (6.8) {5.35}

Planned Learning Opportunities 7.1 (7.6) {6.8}

Feedback 6.7 (7.3) {6.25}

Teaching Standards 7.5 (7.9)

Technology use 7.0 (6.7)



Policy requirements

Aboriginal education

Attendance

In 2017, total Aboriginal students' attendance was 5.4% below the attendance for all students in semester one 2017 and 6.8% below in semester two. With the exception of Year 12 Aboriginal boys in semesters one and two and year 8 Aboriginal boys in semester two, the attendance for Aboriginal boys and girls was between 0.3% (Year 7 girls semester one) and 17.1% (Year 10 girls semester two) below the attendance of all students.

Literacy and Numeracy

Compared with Year 7 (2015), Year 9 Aboriginal students' growth in reading was 27.9 (5.6 below the state average growth for Aboriginal students); 24.7 for writing (4.8 below the state average growth for Aboriginal students); 43.9 for spelling (10.8 above the state average growth for Aboriginal students); -2.6 for grammar and punctuation (36.0 below the state average growth for Aboriginal students) and 50.6 for numeracy (1.9 below the state average growth for Aboriginal students).

Academic Engagement

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.

In Year 11, Aboriginal students represented 31% (22 of 70) of the Year 11 enrolment. Ten Aboriginal students (or 45%) received warning letters issued in Year 11. The average number of warning letters per student in Year 11 was 2.32. The average number of warning letters per Aboriginal student in Year 11 was 1.86.

In Year 12, Aboriginal students represented 12% of the Year 12 enrolment. Four Aboriginal students (or 66%) received warning letters issued in Year 12. When in Year 11, this cohort represented 22% of the enrolment and received 35% of warning letters. The average number of warning letters per student in Year 12 was 2.03. The average number of warning letters per Aboriginal student in Year 12 was 3.7. This was an increase of 3.34 letters compared with the same cohort in 2016 (Year 11).

Girls Academy

In term 2 compared with term 1 2017, 68% of girls enrolled in Girls Academy had either improved or similar attendance. Only 47% of girls not in Girls Academy improved their attendance.

In term 4 compared with term 3 2017, 55% of girls enrolled in Girls Academy had either improved or similar attendance. 65% of girls not in Girls Academy improved their attendance. Note however, that 13 girls from the non Girls Academy group with poor

attendance had either left school or transferred to other educational programs or schools. This has skewed the attendance rate for non girls Academy girls in term 4.

Officers (ARCO) and one ARCO Tutor Trainer.

In semester 1, non Girls Academy girls received N Awards at 2.16 times the rate for Girls Academy girls, (or the rate for girls Academy girls was only 46% that of non Girls Academy girls).

In semester 2, non Girls Academy girls received N Awards at 2.15 times the rate for Girls Academy girls, (or the rate for Girls Academy girls was only 47% that of non Girls Academy girls).

Given that the number of N Award letters usually increases in second semester, the incidence of N Award warnings actually reduced by 13% for Aboriginal girls in both Girls Academy and non Girls Academy groups.

Clontarf Boys Academy

In term 2 compared with term 1 2017, 52% of boys enrolled in Clontarf Academy had either improved or achieved similar attendance. Only 48% of boys not in Clontarf Academy improved their attendance.

In term 4 compared with term 3 2017, 55% of boys enrolled in Clontarf Academy had either improved or achieved similar attendance. Only 21% of boys not in Clontarf Academy improved their attendance.

The number of N Award letters per student for Clontarf boys was 0.72 (semester 1) and 0.98 (semester 2).

The number of N Award letters per student for non Clontarf Academy boys was 0.36 (semester 1) and 0.72 (semester 2).



Multicultural and anti-racism education

The school hosted the fourteenth 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. 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 Switzerland and France. The school has two trained Anti Racism Contact