

Swansea High School

Annual Report



2017



8389

Introduction

The Annual Report for **2017** is provided to the community of **Swansea High** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

Swansea High is a safe, friendly, healthy and energetic learning environment. There are strong partnerships between staff, students and the community who all strive to achieve personal best. To ensure all have an equal opportunity to succeed we are respectful, responsible and ready to learn.

School context

Swansea High School is comprehensive, co-educational school with an enrolment of 675 students including a proud Aboriginal component of 11%. We are committed to providing a supportive learning environment, fostering greater student participation and encouragement to exceed personal best. We have a strong technology base that aims to increase student engagement along with providing a key process for sharing learning and teaching resources. We are incorporating a variety of literacy and numeracy strategies across all KLAs to improve pedagogical practice and student outcomes. Our 52 teaching staff range from very experienced to early career, including 8 Head Teachers. To support our students we have eight administrative staff and four student learning support officers. The staff at Swansea High are innovative, focused on continual improvement and support curriculum aimed at meeting the needs of all students. We are a Positive Behaviour for Learning School which is student led with expectations developed by students for students. Programs to support retention from partner Primary schools, the creative and performing arts and gifted and talented programs have been implemented and producing positive learning outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of Learning the on-balance judgement was at the level of Sustaining and Growing. Not all aspects of this domain were judged at the same level. Internal and external data was utilised to make the final assessment. All staff at Swansea High are committed to enhancing their skills in evidence based learning strategies and incorporating technology to engage students and develop a student centred focus for learning. Assessment has been a focus of development in 2017 with greater emphasis on assessment as a feedback mechanism for teachers to redirect their teaching when required. The continued implementation of the Positive Behaviour for Learning Framework during 2017 has resulted in improved data with the percentage of students in the green zone of adherence to the school values of respect, responsibility and readiness to learn increasing each term from 87% term 1 to 91% in term 4. Both whole day and partial attendance has improved in 2017 through continued application of strategies to increase partnerships with families and consistent follow up. There has been initiated greater involvement of our Aboriginal students in cultural and language programs as well as academic and wellbeing support with the establishment of a dedicated Aboriginal Education room and the ongoing support of an Aboriginal Education Worker and school co-ordinator. NAPLAN results show a decrease in the gap between equity groups in reading, writing and numeracy particularly for our female students. Relationships with our partner schools have continued to develop with retention rates increasing. Partnerships with the community have also increased with Links2 Learning supporting our differentiated JumpStart Program. An area for improvement will be the development of more precise internal data to combine with external data to measure impact of our instructional program.

Teaching

In the domain of Teaching the on-balance judgement was at the level of Delivering. Staff at Swansea High take responsibility for their performance through continued commitment to professional learning in school focus areas and the sharing of personal expertise with others in their faculty and beyond to deliver quality learning. Maintaining currency in new syllabuses and evidence based strategies is a focus for staff. Staff continually reflect on and refine programs and assessments as we move toward assessment as learning and for learning to ensure we respond to students ongoing level of understanding. The Positive Behaviour for Learning framework and associated language assist

teachers to manage their classrooms effectively through explicit expectations and reinforcement by targeted interventions and positive reward processes. The investment in technology in laptops, smartboards and projectors has increased engagement of students through a more student centred approach to learning and supported more positive classroom learning environments. Our staff are focussed on explicitly teaching of the literacy through the Super 6 Reading strategy and TEEEC and Mechanics of Writing Strategies to support all students to develop a skill based approach to deconstructing challenging texts and developing quality writing. The Fantastic 5 process for numeracy is also explicitly taught to assist students to deconstruct mathematical problems. Teachers have been experimenting with formative assessment strategies to determine which process works best for them in their classrooms. Consolidating formative assessment, student centred learning and ensuring the explicit delivery of literacy and numeracy strategies remains a focus for the school. Greater use of external data and the development of accurate internal data to measure impact are areas of development.

Leading

In the domain of Leading the on-balance judgement was at the level of Sustaining and Growing. Staff at all levels have purposeful leadership roles where they are building capacity and leadership density within the school. The leadership teams now have multiple members so that succession is assured if staff leave the school. All staff know the schools strategic directions and have clear purpose in their development and practice. Monitoring and evaluation occur continually with observations, student surveys and forums as well as audits of programs and assessments.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Creating stimulating learning environments

Purpose

To create physical and learning environments that have high expectations, are engaging, personalised, flexible, inclusive and where students and staff gain skills to support their progress.

Overall summary of progress

Accountability processes has focused on ensuring that professional learning translates into action within the classroom. Personal reflection based on the Quality Teaching Framework was enhanced by the inclusion of Hattie's Visible Learning strategies in 2016. Additional laptop trolleys were purchased to support the inclusion of ICT in more classes. Professional Learning was implemented around formative assessment strategies and a number were trialed by faculties.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Teaching programs reflect the Quality Teaching Framework	\$50,000	The teaching programs and assessments are informed by the Quality Teaching Framework where the elements of Intellectual Quality, Quality Learning Environments and Significance are embedded to provide rich learning experiences that engage students. The main success areas have been in developing the elements of a quality learning environment including development of explicit quality criteria, increased engagement, social support, student self-regulation and direction.
80% assessments are 'as & for learning	\$20000	There has been significant improvement in this area with the English faculty providing multiple drafts with feedback allowing students to improve their practice. A number of problem based learning projects have provided an opportunity for staff to investigate the use of ongoing assessment throughout the unit of work. There is still work to be done in this area and we have not yet met the target of 80% of tasks of this nature.
100% programs are differentiated	\$15000	All programs and assessments have been developed to target the challenge point for each range of students. There are multiple programs for each year in each faculty that are differentiated in approach and challenge with scaffolds provided for students who require reasonable adjustments. There are also targeted extension programs in Stage 4 and 5 backward mapped from Band 6 descriptors for Stage 6.

Next Steps

Assessment remains a high priority with a further increase in formative assessment during learning that informs the next teaching phase being the goal for 2018. Staff will be working in faculty teams to increase the range of assessment strategies incorporated during the learning process. A more problem based approach to learning with the teacher as facilitator and more emphasis on the 5 Cs of Communication, Collaboration, Critical Thinking, Creativity and Citizenship will inform our work during 2018 and beyond. Continuing to embed technology will enhance the possibility of greater student centred learning and the success in gaining the Digital Literacy grant for 2018 will allow greater emphasis on the explicit development of a skillset required for future employment opportunities. This approach will further enhance the

Intellectual quality and Significance dimensions of our teaching practice as students work with authentic real life problems and articulate their responses. During 2016/7 Hattie's Visible Learning Strategies were added to our evidence based strategies to support improved student outcomes. Further development of these strategies through staff professional learning will enhance the learning environments provided for our students. Student self-regulation and parent communication has been an area of significant improvement and this will be maintained and strengthened through increased verbal contact with parents to forge more meaningful and productive partnerships.

Strategic Direction 2

Developing positive partnerships and relationships

Purpose

Fostering positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

Overall summary of progress

There has been significant progress and achievement of improvement measures in all aspects of this area. The Positive Behaviour for Learning processes continue to have significant positive impact on the behaviour of students within the school. The improved Learning Support structure initiated in 2016 continued to allow access for students to a variety of intervention programs in 2017. Community partnerships were enhanced and feedback from community remained extremely positive. Our Aboriginal programs had some staffing issues but still were able to implement positive cultural experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% reduction in mid-range referral numbers	\$20000	This target was exceeded significantly with a decrease of 2% in the red zone and 4% in the yellow zone of PBL data which translates to an increase in the green zone of demonstrating the core values of the school of Respect, Responsibility and Readiness to Learn to 92%
1% Improvement in attendance data – whole days and 30% in partial truancy	\$12000	The data indicates an improvement of 1.5% in overall attendance and an improvement in every year group through the consistent follow up and improved partnerships with parents. Partial truancy has been reduced by the implementation of daily feedback sheets and follow up. However, historical data has been lost through server failure and the percentage improvement is unavailable.
All identified Aboriginal students undertaking Norte Norte Tutoring	\$50 000	Due to Norte Norte tutoring being removed as a mandatory targeted intervention strategy, the funding amount is not targeted specifically to this process. The funding in 2017 was utilised to employ Aboriginal Education Workers who supported students to access the senior tutoring program with an increased percentage of students participating to 90% and of those most participated in tutoring for 2 or more subjects. All Year 11 tutoring students are continuing into Year 12 and the Year 12 students reported positively about the value of the tutoring. The Aboriginal workers support junior students in-class where it is required and also at other times to assist in completing tasks.

Next Steps

The work undertaken by the PBL team has resulted in significant gains in the positive learning environments in classrooms. Our next step is to develop reinforcement processes and procedures to maintain this data and to promote growth mindset as a culture within the school. This has been initiated in 2017 as a response to the achievement of our goals prior to the completion of the 3 year plan in this area. The structured wellbeing program has also had significant impact with universal, secondary and tertiary wellbeing programs being embedded in the annual calendar. These

programs are being continually refined by targeting program content through improved analysis of internal and external data. The introduction of a RAM funded second Deputy Principal for 2018 will support attendance monitoring by providing greater opportunity to focus on whole day and partial truancy. Our Aboriginal programs have been established for 2018 and with an additional Aboriginal Education Worker (AEW) employed, will provide a strong base of support academically and culturally for our students moving forward. The Aboriginal Room in the school now has technology to support students who identify support needs as well as those targeted as a result of analysed data and will be an area of development. Another area that has shown improvement and will be further enhanced in our next plan will be the inclusion of Aboriginal perspectives in curriculum and the utilisation of our AEWs to support this. Although our community partnerships have increased, this is an area that still needs developing due to our geographic location away from possible industry and professional partners. Developing industry, entrepreneurship and executive shadowing partnerships are areas for future development. Swansea High is now seen as a positive choice for transition from Yr 6 to Yr 7 and there has been a positive increase in partner schools collaboration and programs. This still remains an area for development in the future, particularly since there has been significant change in leadership of the partner schools within the Galgabba Community of Schools.

Strategic Direction 3

Promoting individual personal best

Purpose

Opportunity for success is the right of all students and staff. Tailored learning supports the achievement of personal best and develops self-confidence.

Overall summary of progress

There are diverse ways a student can achieve at school. Academic achievement however, is our core business and to underpin working to exceed our academic personal best is a solid foundation of literacy and numeracy. To this end the school has achieved the improvement measures and from this an improvement in external literacy and numeracy data (indicated below). Personalising the learning process through developing, enacting and continually refining personal learning plans is also a critical aspect of improving growth and this has shown significant improvement during 2015–17. Staff have differentiated programs according to student need based on the published learning plans that they have annotated in their rolls. New teachers to the school are now inducted into the learning culture through a targeted process incorporating our literacy and numeracy interventions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of programs have Super 6 Literacy strategies embedded	\$20000	This target was achieved and evidence through observation and resulting data supported that the program had been enacted effectively. External data showed that in reading and writing we exceeded the state DoE and all school growth and increased significantly the percentage of students who have gained greater than expected growth. These have shown improvement over the past 3 years.
Fantastic 5 Program implemented in year 8 maths classes	\$30000	The Fantastic 5 process incorporating Newman's analysis has been explicitly taught as a team teaching process in Year 8. This method of decoding numeracy problems and the work undertaken both within the Mathematics faculty and more widely across the other faculties has resulted in an improvement in external growth data to be significantly above both DoE and all State growth with 75% of student gaining greater than expected growth.
Teacher Accreditation plan refined for all TRA and developed for HA and lead teachers.	\$3000	Mentor teachers have been provided for new scheme teachers moving toward accreditation including temporary staff. All staff planning to attain higher accreditation have been provided with support and mentoring to assist in this process. All staff have been provided with information and professional learning around the teaching standards that underpin the accreditation process which commences in 2018 for all staff.

Next Steps

Although the explicit focus on literacy and numeracy has resulted in significant improvement in external data, internal data indicates that the teaching of the strategies identified in the school plan is still not reflected at expected levels in the responses in student forums. This will translate into a systematic review process by faculties early in 2018 and the implementation of ongoing student forums and internal accountability processes to assess the implementation by all staff. This process will run parallel to differentiated professional learning for identified staff. The external data also

identified that grammar and punctuation was not as strong as other areas. As a result, an increased focus on the Mechanics of Writing processes has been implemented during 2017 and will be ongoing incorporating professional learning for staff. With the exception of spelling, girls significantly out performed boys in growth in all areas. Gathering data from boys to determine any areas of influence we can work on will be undertaken. With the implementation phase for all staff to become accredited in 2018, professional learning and support will continue for staff to develop their maintenance and evidence gathering process. This will also provide another opportunity to validate the implementation of the literacy and numeracy programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$60000	<p>The employment of an additional Aboriginal support workers over the past 3 years has supported the increasing opportunities for students to be engaged in cultural, language, social and academic programs. There has been an increase in the number of students identifying as Aboriginal and also an increase in student involvement in the programs. Students have performed for the school and also engaged with the partner schools and local preschools providing great role models and experiences. Access to support for the completion of assessment tasks has also increased. In class support for students has also been implemented. The data shows significant gains in writing and numeracy and less so in reading, spelling and grammar and punctuation.</p> <p>The establishment of an Aboriginal room has created a place in the school where Aboriginal students can find wide ranging support and also see evidence of cultural understanding and acknowledgment. The feedback from students is extremely positive and is evidenced by the number of students keen to participate in the Junior AECG and also reporting to the AECG meetings about their work.</p>
English language proficiency	\$8000	<p>Rolled over funds were also used in 2017 to provide one to one support for students who qualify for EALD support. This support was to assist students in essay writing, expression and was utilised in the context of each subject.</p>
Low level adjustment for disability	\$187 000	<p>An additional 0.4 Learning and Support teacher was employed to provide additional expertise and support to staff and students in literacy, numeracy, differentiating curriculum and assessments and the implementation of reasonable adjustments. The Flexible element of the funding was utilised to provide targeted support through School Learning Support Officers for teachers and students in learning environments where additional support was required for all students to access the curriculum in the most effective way..</p>
Socio-economic background	\$293 793	<p>The socio-economic funding was utilised to support students in the following areas :</p> <p>Increased funding for faculties to provide additional resources to support engagement in learning.</p> <p>The development of a future focussed learning space in the Library and also one in each faculty area.</p> <p>The provision of additional technology to support increased student centred approaches to learning and the employment of a technician to support this technology.</p>

Socio-economic background	\$293 793	<p>Funding to provide additional extra-curricular activities.</p> <p>Increased funding for professional learning to support improved practice by teachers.</p> <p>Funding for the creation of an alternate pathway class (Jumpstart) for students focussed on a vocational pathway for the HSC.</p> <p>Funding for our free school based student led Tutorial Centre.</p> <p>Funding for our PBL Co-ordinator and program.</p> <p>The implementation of our Authentic Interview process for Stage 4 and 5.</p> <p>These initiative have supported the implementation of our Strategic Directions and have resulted in the significant improvement in data identified in the other sections of this report.</p>
Support for beginning teachers	\$10 000	<p>Although we did not have funding for Beginning Teachers for 2017 there were sufficient funds in rollover to continue to provide additional support for our newly appointed teachers with a reduction in load by 1 period each.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	324	319	332	337
Girls	329	307	331	330

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92	92.4	91.2	91.8
8	91.1	88.7	87.7	88.1
9	88.5	88.8	85.9	86.2
10	83.3	84.9	83.6	84.6
11	82	78.9	83.1	85.8
12	83.2	84.7	85.9	88.4
All Years	86.8	86.4	86.2	87.5
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

Our attendance procedures have been consistently implemented with texts being sent to a designated parent when an absence occurs. Analysis of patterns of absences is undertaken each week and parents contacted via letter and verbal contact where possible to determine causal factors and to form a partnership to improve attendance. Weekly meetings with the Home School Liaison Officer allows students to be identified for additional support and interviews are conducted with the student and parent with more formal agreements made and improvement plans implemented. On occasion students who show no improvement are recommended for an attendance conference and in extreme cases the matter is taken to court for legal proceedings through the Department of Education. Partial truancy is monitored daily through period by period electronic roll marking and the data analysed

daily with interviews and action implemented for the student involved. Attendance issues can be a result of mental health issues and a wellbeing approach with wrap around support processes are implemented to support a return to school including graduated return, attending school in the library and gradual movement back to class. This has been a successful approach for a small number of students. Other wellbeing processes and procedures are implemented to support students who are having conflicts and relationship issues that are preventing their attendance. Year advisors are important support staff for students in this situation. Finding the root cause for the attendance issue is paramount and tailoring a response that meet individual needs is our focus. As a result of these efforts our attendance data has improved in each year and an overall improvement of 1.5% attained for 2017.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	8	8
Employment	2	11	28
TAFE entry	1	7	7
University Entry	0	1	50
Other	0	0	0
Unknown	0	0	22

Year 12 students undertaking vocational or trade training

Swansea High has a strong VET program includes those listed below as well as Retail which runs most years offering an alternate pathway for students who choose a trade, hospitality or retail as a primary post school option. In year 12 we had 33 places in classes in VET subjects including Metals & Engineering, Construction, Furnishing and Hospitality. Some students undertook more than one VET course in their pattern of study. This pattern of study meets their needs more effectively and provides an impetus to improved attendance and involvement in the school.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 88 students who completed their secondary schooling in 2017 in Year 12, 83 completed their HSC with 5 students choosing to complete their ROSA.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	36
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.28
Other Positions	1

*Full Time Equivalent

There are no teachers who identify as Aboriginal on our staff. We have two Aboriginal Education Workers who work a combined 5 days per week to support our Aboriginal Education Program.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

Professional learning at Swansea High was focused on our 3 strategic directions. Professional Learning courses outside of school represented 57% of the expenditure. The following is a breakdown of funding percentages for each strategic direction based on external courses :

1. Creating stimulating learning environments : 71% which was a 31% increase on 2016 reflecting the emphasis on developing more positive and engaging learning experiences through visible learning strategies.

2. Developing Positive partnerships and relationships : 20% which reflects the significant gains made in 2016 when 31% of funds were expended on this area.

3. Promoting individual personal best : 9% which reflects the emphasis placed on this professional learning within school parameters including staff development days and other professional learning time.

The total cost of external professional learning was \$40,000. An additional \$20,000 was spent on professional learning teams within the school to allow for research and collaborative development of units of work which targeted each of the strategic directions.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

There were significant expenses in professional learning and unpaid orders for refurbishment of classrooms in Term 4 not accounted for in these figures of \$90 000 as well as \$70 000 held in trust for the local Directors of Education and an additional \$60 000 held over for the purchase of a bus for the school in 2018. Funding was also accumulated to establish a second Deputy Principal position for 2018 at a cost of \$160 000.

Receipts	\$
Balance brought forward	584,412
Global funds	299,086
Tied funds	290,977
School & community sources	117,062
Interest	4,521
Trust receipts	4,892
Canteen	0
Total Receipts	716,539
Payments	
Teaching & learning	
Key Learning Areas	43,696
Excursions	50,676
Extracurricular dissections	35,412
Library	3,154
Training & Development	0
Tied Funds Payments	258,436
Short Term Relief	43,525
Administration & Office	42,405
Canteen Payments	0
Utilities	42,990
Maintenance	24,332
Trust Payments	17,662
Capital Programs	0
Total Payments	562,288
Balance carried forward	738,662

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,512,640
Appropriation	1,356,803
Sale of Goods and Services	10,342
Grants and Contributions	144,291
Gain and Loss	0
Other Revenue	0
Investment Income	1,205
Expenses	-917,704
Recurrent Expenses	-917,704
Employee Related	-424,681
Operating Expenses	-493,022
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	594,937
Balance Carried Forward	594,937

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The transition to the new financial management structure in 2017 has been a steep learning curve with governance processes being less able to be implemented until a greater understanding of the process and resultant reports was gained. AS stated above there is planned use of the budget surplus for an additional Deputy Principal for 2018 to increase support, professional collaboration and accountability in embedding improved teaching and learning practices. There is also the anticipated purchase of a school bus to assist in overcoming the cost of engaging our students in extra curricular activities that are based in Newcastle.

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	6,367,244
Base Per Capita	101,232
Base Location	0
Other Base	6,266,012
Equity Total	536,620
Equity Aboriginal	55,448
Equity Socio economic	293,793
Equity Language	400
Equity Disability	186,979
Targeted Total	104,990
Other Total	105,194
Grand Total	7,114,048

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.

The most important aspect of a school's data is student growth or value added as this indicates the impact the school has had on moving a student from where they were at the beginning of the instructional period to where they are at the end. NAPLAN provides this data in relation to aspects of literacy and numeracy over a two year period. The year we focus on the most when considering our impact as a secondary school is year 9 as we have responsibility for the entire instructional period from the NAPLAN test in May of year 7 until the NAPLAN test in year 9. The results for Swansea High in 2017 were excellent with the evidence supporting that we had a significant positive impact on the growth of our students in literacy. In Reading and Writing the

average student growth exceeded the average student growth of all students in NSW as well as that for students within the NSW Department of Education. Our girls did extremely well in reading with 71% exceeding expected growth. Our Year 7 results show that the girls have growth in reading and grammar and punctuation higher than the boys and this trend is reversed in writing where boys' growth was significantly higher than the girls. Spelling is an area for development for both boys and girls. This data provides feedback to staff to enable group and also individual interventions to be implemented to develop areas of need and maintain strengths.

Our data in numeracy is outstanding with 88% of girls exceeding expected growth and the average growth rate exceeding that of all schools and Department of Education school significantly. The boys' growth exceeded the average growth of Department of Education schools and 65% of boys exceeded expected growth resulting in 75% of all students who exceeded expected growth. This provides evidence to support that our strategies for numeracy as well as our differentiated approach has been successful. Our Year 7 results indicate that the boys had an average growth of less than the Department of Education schools' average but still had 60% of boys who exceeded expected growth. The girls in year 7 average growth exceeded both the state and Department of Education growth and 74.5% of girls exceeded expected growth. This forms a strong foundation on which to lay the more challenging numerical concepts of the future.

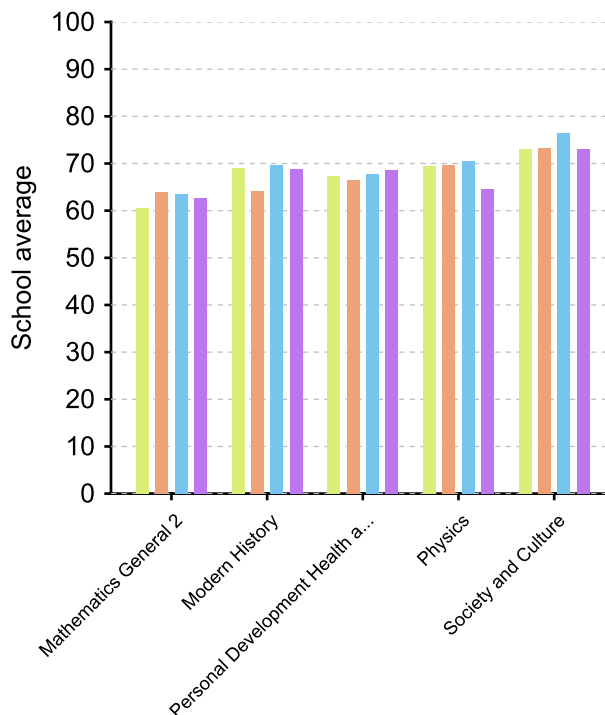
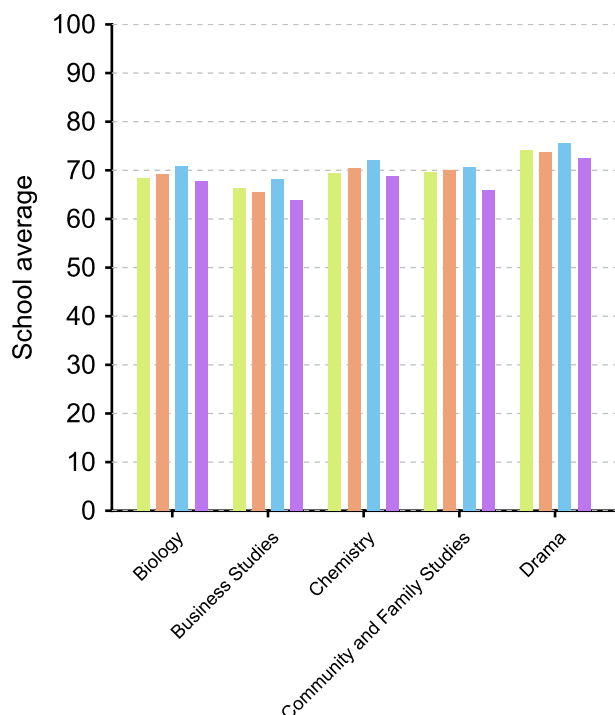
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

At Swansea High there were 17.35% of students in the top 2 bands compared with 14.96% in 2016. The girls showed a greater improvement from previous years of 12.38% in 2016 to 17.41% in 2017 and boys remaining at a high with a slight increase from 17.23% to 17.29%.

Aboriginal students in the top 2 bands was 7.14% for 2017.

Higher School Certificate (HSC)

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

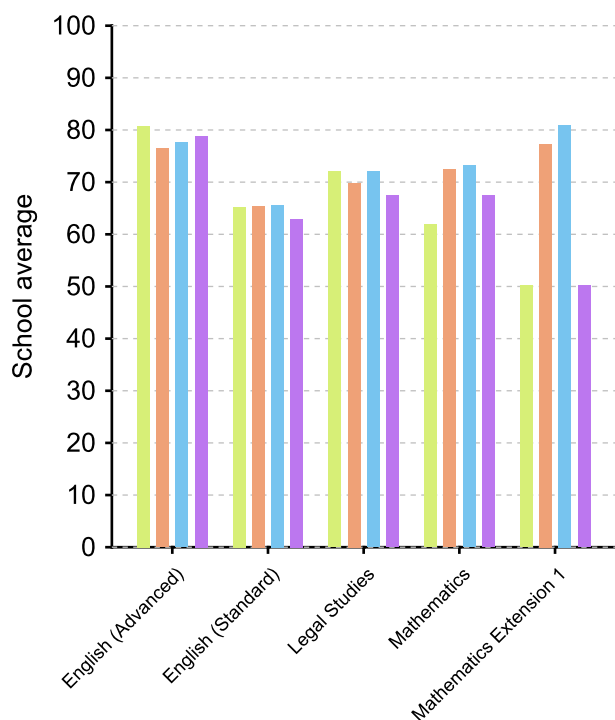


■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

The performance of Swansea High students in the 2017 HSC showed improved results with the average student result being close to, above or below, the average for all students and the Department of Education schools. The value added data is not available at this time to include in this report.

Parent/caregiver, student, teacher satisfaction

Parent surveys are conducted at each parent teacher evening and the feedback from parents is overwhelmingly positive with air conditioning being the major area parents wish to report negatively about. During 2016/17 there has been considerable improvement in communication, identified as a major area for concern from parents prior to this. A school review of communication systems was implemented and as a result the school Facebook page and the Skoolbag app were added to the systems available for communication which has improved satisfaction in that area. Staff have had substantial input into the direction and pace of the implementation of reform agendas and have been provided with opportunities to provide feedback on school operation. Feedback indicates staff are positive about the direction and processes of the school. Students are involved in the feedforward process through surveys, forums and through the student leadership group as well as the schools working party group which combined represents 10% of the school student population.



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Policy requirements

Aboriginal education

Aboriginal Education is a strong focus within Swansea High with 11% of students identifying as Aboriginal. Through the Aboriginal Coordinator and employment of Aboriginal Education Workers throughout 2017 and prior we have been able to develop strong cultural programs. Sista Speak and Bro Speak as well as cultural site visits, additional programs and celebrations of Aboriginal culture including NAIDOC Week have enhanced the students engagement with dance, didgeridoo playing, Aboriginal history and skills as well as language. There has been an increase in students identifying as Aboriginal as the programs have gained kudos and awareness around the school. Students have also run programs and been mentors for younger students at the partner schools in the Glagabba Community of Schools and also the local preschools. During 2017 the Junior AECG has continued to gain impetus and students have gained approval from this Junior AECG as well as the formal AECG to develop a yarnning circle built from the trees knocked down in the storms as well as creating murals supporting Sorry Day and Aboriginal dreamtime stories and characters. The Aboriginal Education Room, initially established in the Library has moved to the IA block where it has gone from strength to strength with many artefacts created by the students and language terms and definitions on display. There are now computers in the room to enable staff to support students who wish to access additional help with their academic work. At each AECG meeting students are keen to speak about what they have been doing at the school and beyond to showcase the Aboriginal culture. The students also participated in Koori Style Walk a Mile supporting the Say No to Domestic Violence Program.

Multicultural and anti-racism education

Each year the students of Swansea High engage in our anti –bullying day where students are asked to reflect on diversity and difference. The sessions during the day engages students to consider difference and understand the need to accept diversity and act with integrity and respect. The sessions also aim to support students to gain skills to act when they see others being treated badly. We focus on making a difference, being tolerant of others cultures and views and on getting help for others when required if they do not feel brave enough to stand up and step in themselves. As a result of this, the number of requests for support has increased significantly over the past 2 years as has the number of students feeling more confident to express their cultural identity.