

Francis Greenway High School

Annual Report



2017



8439

Introduction

The Annual Report for **2017** is provided to the community of **Francis Greenway 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.

Our vision statement is Successful Learners– Supportive Environment. Our core values are Respect, Responsibility, Commitment and Cooperation.

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Principal

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Message from the Principal

2017 was a year of growth for our school. The School Renewal program resulted in us obtaining a new Administration area and front of school. This was a much needed facelift, providing our school with a modern and professional appearance. Our academic growth was outstanding. With above state average growth in NAPLAN and the HSC, our school has been identified as one which significantly improves student's academically.

Our school has strong connections with the local primary schools, forming the Gateway Learning Community. Leadership programs, Gifted and Talented initiatives and curriculum mapping are some of the work we are particularly proud of. Our school has the belief that each student is unique and deserves an education that supports their academic, social, cultural and emotional growth. Our Learning Support Team, along with our curriculum ensures each student has the opportunity to participate in programs that support this growth.

School background

School vision statement

Our vision is for our school to be recognised as a school that adds to student growth, hence our vision statement, Successful Learners—Supportive Environment.

This vision is enhanced with all stakeholders forming a partnership to support the academic, social, emotional and physical wellbeing of students.

Underpinning this vision stand our core values— Respect, Responsibility, Commitment and Co-operation.

School context

Francis Greenway High School is located at Beresfield and serves a diverse population in the Maitland area. There are currently 659 students who attend the school, 14% of which are of Aboriginal and Torres Strait Islander descent.

The school forms part of the Gateway Learning Community of schools who, as a group provide a continuous path of learning for all students. In addition, we also have strong links with the University of Newcastle.

Francis Greenway High is recognised as providing an inclusive environment where students can achieve their personal best in academic, sporting, cultural, creative, leadership, performance, and social arenas.

A strong wellbeing focus is based on positive behaviour for Learning ensuring clear, consistent and fair boundaries, high expectations and individual recognition of success.

A strong focus on staff professional development ensures our classrooms are ones where quality teaching is assured, and where the curriculum is innovatively taught with a future focused approach.

Parents, carers and community members are an integral part of our approach to developing the whole child. An active P&C participates in making decisions and manages the school canteen. The AECG is a valuable consultative body which supports our Junior AECG.

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning our school rated as Sustaining and Growing in all areas other than Student Performance Measures where we identified as Delivering.

The evidence illustrates the commitment of the school community to the building of positive relationships in order to strengthen and deliver on our school priorities. This is reflected in our school vision statement, Successful Learners—Supportive Environment. Our success in this area has been largely due to the rebooting of Positive Learning for Behaviour and the initiatives with our Gateway Learning Community.

The strong Transition Program as well as Restorative Practices, PLAN Data and the Speech Pathology Program provide a K–12 continuum of learning and growing for our students. The PLAN Initiative is quite unique in that staff from our school work with our Primary schools to collect work samples and map students coming into Year 7. This information is used to inform teaching programs as well as GATS and Remedial Programs. and contributes to our internal data when

student growth is being analysed. As well as succeeding academically the students at Francis Greenway are expected and supported to be productive and active citizens of our society.

In 2017, our Year 9 NAPLAN growth was exceptional. We feel we are Working Towards in the Student Performance Measures Element despite our results this year. We feel we need to have evidence of growth in HSC results which we expect to receive in December in order to place ourselves at Delivering. Our goal is one year's growth for one year of learning given 30% of our Year 7 cohort arrive to us working at Stage 2 level.

The initiatives currently employed are making an impact. Our intention is to embed and strengthen them over the next three years with an added focus on future focussed learning, numeracy and the expansion of the Write it Right Program.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching we are rated as Delivering on Effective Classroom Practice and Data Skills And Use, Excelling in Collaborative Practice and Sustaining And Growing in the areas of learning ad Development and Professional Standards. Whilst there is an explicit system in place for the reviewing and revising of teaching programs and the use of data to inform them, there needs to be more work done on the use of data in relation to the movement of individual students in their learning and a strengthening of how feedback is used t inform learning. This will be addressed in the next three years through professional learning and the embedding of authentic assessment across the junior school

In the area of Collaborative Practices we identified ourselves as Excelling. PLAN, Teaming and Lesson Observation provide a platform for collaboration across stages, faculties and K–12 to ensure curriculum delivery and consistency of teacher judgement. Feedback between peers and from Line managers is used to drive improvement– based on Hattie's research around the effect size of the impact on the teaching on students learning outcomes. This will be further enhanced through our Term 1 SDD with Jenny Gore and the subsequent Teaching Rounds Program in 2018.

Once again, research shows that some of the best professional learning occurs internally through the expertise of peers. The evidence reflect this in staff meeting presentations and through the Lesson Observations. The lesson observations provides an avenue for teachers to engage in their own professional learning and the achievement of PDP goals. All staff meetings are based around professional learning directed by the collation of staff PDP goals. Throughout the next school plan our school will retain a strong commitment to professional learning driven by the PDP goals and the SMP Strategic Directions.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading we are operating at Sustaining and growing across all Elements.

The evidence demonstrates our strong commitment to the building of a culture of high expectations for all members of our learning community. We take responsibility for the development of the whole child through our engagement with the broader community providing an environment where students can engage, learn and succeed.

Resources are used to provide opportunities for students both inside and outside the classroom. The employment of additional and expert staff, the provision of high quality learning spaces and the purchasing of external support is strongly supported by our school community as evidenced by the purchase of a school bus our P&C.

We have a consistent approach to the collection of feedback from our community and address areas of concern as effectively and efficiently as possible. The 'open door' policy used allows stakeholders to access the senior executive at any time to discuss concerns. The review of our communication channels in 2016 has resulted in a renewed website and the introduction of a Facebook page, both closely monitored by our Community Liaison Officer.

An area that we will be improving on in the next three years is the involvement of the Student Voice Team in the planning and decision making processes in our school. Another focus will be collaboration with stakeholders to promote and generate learning and innovation.

Our self–assessment and the external validation 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>

Strategic Direction 1

Successful Learners

Purpose

To ensure education equips students academically, social and emotionally throughout their learning journey to function as productive and active citizens. In line with The Melbourne Declaration, our purpose is to actively engage all students in meaningful and challenging learning experiences, through personalised and differentiated learning opportunities, which develops them as both learners and leaders. We aim to instil the values of respect, responsibility, cooperation and commitment to promote citizenship and intellectual, physical, social, emotional, moral and spiritual development and wellbeing.

Overall summary of progress

Throughout 2017, Francis Greenway high school continued to work with the Primary schools in the Gateway Learning Community to strengthen the learning continuum around writing. The PLAN Champions met regularly to write and mark student work samples across Stages 4 and 4 and map the results on the curriculum. Professional Learning was provided to all secondary staff on the process with them practising the task of marking and plotting results on the Literacy continuum. The Authentic Assessment program was expanded to include Years 7–9 with all students collecting tasks and using a pro-forma to reflect on their learning. This process culminated in panel interviews whereby each student was asked a series of questions relating to their learning. Stage 6 were introduced to the Reaching Your Potential program. Small groups of students met with their mentor during sport time to learn about, and be supported in, time management, note taking, long response writing and wellbeing. A HSC Hub was also established to provide senior students with a designated space to complete work and study. A teacher was employed to support them.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 9 NAPLAN– 8% of students in Top 2 Bands in Reading and Numeracy 10% HSC students with at least 2 Band 5/6 result Evidence in programs that teachers utilise the available data (Eg. NAPLAN, HSC to produce differentiated teaching programs. Increase in the % of students aspiring for University	Socio-economic Funds GLC Initiatives–\$11000.00 HUB and HSC Support–\$150000.00 Stage 6 Deputy Principal–\$150000.00	In Year 9 NAPLAN 70% of students were above state average in growth in writing. In the HSC there were 4 Band 6 and 27 Band 5. There was high growth in many subjects. 18% of HSC students chose a university pathway. Suspension rates were on par with 2016. There were no expulsions.

Next Steps

In 2018 the PLAN Champions will continue to embed the process of writing through the marking of student writing samples and plotting student on the literacy continuum. This will provide Stage 4 teachers with explicit literacy information allowing immediate differentiation of learning to occur for students in Year 7. A writing program based on the Write it Right program is to be introduced for Year 8. This will involve students being explicitly taught writing using scaffolds and based on connectedness. The Stage 6 Reaching Your Potential Program will be evaluated and refined with an English teacher employed to provide individual support in writing and to provide professional learning for staff in literacy including text types.

Strategic Direction 2

Professional Growth

Purpose

To embed a culture of continuous self– reflection to promote innovation, leadership and improvement in a professional capacity.

To create a positive learning community that values professional growth and uses team work to improve the quality of everyone's teaching.

To create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better.

Overall summary of progress

A critical component of the professional Learning program was in work undertaken by Head Teachers with our critical friend, Associate Professor James Ladwig from the University of Newcastle. This work was concentrated around establishing high quality assessment tasks with a particular focus on Stage 6. The coding of the tasks demonstrated the impact of this work.

Leadership capacity building was to ensure a strong leadership team was pivotal to moving the school forward. All executive undertook the National Excellence in School Leadership Colloquium. This course work represented 25% of a Masters Degree in Educational Leadership. Executive feedback confirmed the strengthening on leadership for all participants.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional development program demonstrates impact on students learning and classroom practice Additional Leadership opportunities for staff/promotions	Professional Learning– \$120000.00 Additional Leadership Riles– \$150000.00	The Guskey thermometer is the key tool used to evaluate impact of professional learning. This was positive in 2017 with most staff identifying growth towards an impact on student learning. Across the school there were six staff in above establishment leadership roles and one staff member gaining a promotion to Deputy Principal.

Next Steps

During 2018 the professional learning focus will begin with revisiting the Quality Teaching Framework and the Coding of Lessons. Professor Jenny Gore will present at the first School Development Day followed by a program whereby all teaching staff will engage in two Teaching Rounds over the year. Teaming was evaluated at the end of 2017 and reflected the positive impact this initiative had on staff professional growth, particularly in the Australian Professional Teaching Standards 1. It will be expanded to include all of Stage 4 in 2018.

Strategic Direction 3

Productive Partnerships

Purpose

To enhance productive partnerships with community by building mutual understanding, respect and communication through collaboration.

Our purpose is to build inclusive collaborative teams and school networks, through quality community partnerships which contribute to placing students at the core of what we do.

Overall summary of progress

The Community Hub has been embedded in the school as an avenue for the streamlining of support for students and families. The speech pathology program along with the Dental Bus, Math and Word Facts, Defence Force Mentor and Samaritans program have enriched the learning support provided to the students.

Aboriginal Education continued to be an area of success and pride for the school. The Year 9 NAPLAN results were again, extremely strong in writing. The Write it Right program is embedded in the school with continued strong partnerships with Murook Land Council and the Maitland AECG. Our students hosted the Pathways award and received recognition for their contribution to the Connecting to Country professional learning course.

The introduction of a Facebook page has strengthened both our communication pathway to our community and provided an effective means of promoting and showcasing the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strengthened community participation through electronic communication mediums, P & C meetings, AECG meetings, GLC initiatives and community forums. Embedded partnerships with service providers to support individual students and families. Evidence of a strategic approach to professional development and community partnerships in Aboriginal Education.	ASLSO , CLO and Defence Force Mentor employed	Both the school website and Facebook page continue to show success through the "hits' they get. Community satisfaction survey report showed that families feel communication has improved and students are supported. Attendance at the Aboriginal Education Celebration and the Pathways award demonstrate strengthened partnerships.

Next Steps

In 2018 Positive Behaviour for Learning will strengthen the positive culture the school has developed over the past three years. The program will move into the classrooms and continue to have a community focus with the Gateway Learning Community.

A goal is for the school to develop a strong partnership with the Mindaribba Land Council, participate in their programs and access the support personnel for our students. The school will continue to work with Murook and will seek to employ more ASLOs and introduce language into the school for Stage 5.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Student Learning Support Officers were employed to work with both senior and junior students in the classroom and at the afternoon Learning Centre. Funds were allocated to supporting Brospeak, Sistaspeak, NAIDOC celebrations and Junior AECG leadership initiatives.	Two students hosted the MAECG Pathways Awards. NAPLAN results for Aboriginal students showed strong growth in Year 9, particularly in writing. The Aboriginal Education Celebration at the end of the year was strongly supported by family and community members.
English language proficiency	A Learning and Support Teachers was funded to provide individual support to students who had English as an additional learning dialogue.	Students achieved at their stage levels with both students and parents reporting that they felt supported in learning.
Low level adjustment for disability	Three Student Learning Support Officers were employed with one being assigned to the Year 7 Transition class. The other two provided in class support for students and implemented the Math and Word Facts programs.	The Year 7 Transition class provided a strongly supported, small candidature environment allowing students to meet the goals of an individual education plan. Students included in the Math and Word facts program demonstrated improvement across the course of the program.
Socio-economic background	Additional staff were employed to support student learning and instructional leadership including four classroom teachers. A head teacher CAPA and a Stage 6 Deputy Principal were employed to enhance the curriculum and allow for the implementation of specific programs in the senior school.	2017 NAPLAN and HSC results illustrated the positive impact instructional leadership had on learning.
Support for beginning teachers	There were three beginning teachers who chose to have a mentor within their own faculty. Release times was chosen to be undertaken in blocks with the mentors. Beginning teacher funds were also used to provide professional learning in classroom management and Induction.	All three teachers finalised their Accreditation in 2017.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	400	385	362	358
Girls	362	349	321	321

Francis Greenway HS draws students from Thornton, Black Hill, Tarro, Beresfield, Woodberry and Millers Forest. The enrolment numbers over the past couple of years have declined slightly due to small Year 6 cohorts coming from the primary schools and some students attending a newly constructed Catholic school. Our student population includes approximately 14% from Aboriginal and Torres Strait Islander background and 3% of students whose country of birth include South Africa, New Zealand, Philippines, Tonga and Greece.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.1	90.3	87.7	91.1
8	89	88.1	86.6	86.9
9	86.5	87.7	83.7	84.4
10	82.7	83.2	84	83.8
11	81.8	81.7	84.4	91.2
12	86.6	84	87.1	91.6
All Years	86	85.8	85.4	88.1
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

The Student Attendance Team at Francis Greenway HS includes the Principal, Deputy Principals, Head Teacher Wellbeing, and the Home School Liaison Officer with meetings held each term to monitor attendance of individual students and to support the implementation of whole school programs.

Attendance data remains above 85% with intervention for non-attendance including regular contact with parents/carers, interviews with Year Advisors and the promotion of attendance expectations through the school Newsletter and Website.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	4	8
Employment	4	13	23
TAFE entry	2	16	17
University Entry	0	0	16
Other	5	13	1
Unknown	0	0	0

Whilst many students still leave when they turn seventeen to undertake employment there is an increasing trend of students applying for and undertaking university and TAFE course post HSC.

Year 12 students undertaking vocational or trade training

From the 2017 Year 12 cohort, 45 (50%) students undertook Vocational Education courses. Of these students, 4 were Aboriginal, 25 were male and 20 were female. There were 31 Certificate of Attainment and 29 qualification achieved across VET. The courses undertaken included Hospitality Operations, Construction, Metal and Engineering, Retail Services, Sport Coaching, Media and Skills for Work and Vocational Pathways.

Year 12 students attaining HSC or equivalent vocational education qualification

Ninety-nine (99%) of the Year 12 cohort received a HSC with one student receiving a ROSA. A focus on supporting senior students through the employment of a Stage 6 Deputy Principal to lead the HSC Hub and the Reaching Your Potential Mentoring program have contributed to this success.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	40.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.68
Other Positions	1

*Full Time Equivalent

In 2017 Francis Greenway employed three teachers and one Student Learning Support Officer who were of Aboriginal and Torres Islander descent. There were two additional executive positions made available on a temporary basis: Head Teacher Creative and Performing Arts and Head Teacher Teaching and Learning. Additional staff also included extra Learning and Support Teacher and Student Learning and Support Officer time. These additional staff supported the expansion of the curriculum and provided targeted support for students.

All Key Learning Areas are staffed with qualified teachers, some with extensive teaching experience allowing subjects to be taught by specialists. The teaching staff are supported by a dedicated group of Administration staff and Student Learning Support Officers.

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	18

Research indicates the positive effect size of teacher professional learning on improved learning outcomes for students. For this reason, in addition to the funds allocated in the Resource Allocation Model (\$73000), Francis Greenway HS used an additional 60000.00 from Equity Funding to support professional learning programs. This money was used to support Teaching Rounds throughout the year providing an opportunity for all staff to engage in peer lesson observation and feedback.

Professional Learning is based around educational research and is approached in a strategic manner with the Guskey Thermometer used to evaluate the impact.

Associate Professor James Ladwig was employed as a critical friend throughout the year and worked with faculties to advise on learning around Project Based Assessment, Inquiry Based Learning and coding of assessment tasks. Staff also completed professional learning in Positive Behaviour for Learning, Positive Partnerships, a two day course on Youth Mental Health First Aid as well as all mandatory training as required by the Department of Education

During 2017, three teachers were in the process of attaining accreditation at the Proficient stage of the Australian Professional Standard for teachers.

Professional learning and teacher accreditation

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	778,179
Revenue	9,354,843
Appropriation	9,140,753
Sale of Goods and Services	31,057
Grants and Contributions	174,462
Gain and Loss	0
Other Revenue	0
Investment Income	8,571
Expenses	-9,588,058
Recurrent Expenses	-9,588,058
Employee Related	-8,685,801
Operating Expenses	-902,258
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-233,215
Balance Carried Forward	544,964

The school Finance Committee oversees the development of the school budget drafted by the Principal. Priority areas are those in the school plan and where there is targeted funding. Head Teachers and Program managers are responsible for the monitoring of spending with the School Administration Manager providing regular updates on spending. The P&C are provided information regarding the yearly budget and any large projects or planned large expenditure.

In 2017 Equity Aboriginal money was used to employ an Aboriginal Student Learning Support Officer to work with students in class and to support cultural programs including Brospeak, Sistaspeak and NAIDOC celebrations.

Equity Language money allowed the school to employ an additional person to support the teaching of language and support student engagement with school to develop a cultural garden.

Equity Disability money was used to employ additional

staff for individual support in class and to implement Word Facts and Math Facts as a means of improving literacy and numeracy for Stage 4 students.

Socio-economic background funding provided an additional teacher in the four core learning areas to provide release time for teachers to undertake research projects and for head teachers to provide instructional leadership and mentoring. Programs, including Speech Pathology and Write it Right were funded as part of our focus on improving writing. Additional professional learning, the implementation of Positive Behaviour for Learning and the transition program were supported from this funding source. One percent was contributed to the Gateway Learning Community to fund cross school programs including a Leadership Day, Restorative Practices training, and the implementation of PLAN and Speech Pathology Program. Additional staff employed included a Community Liaison officer, Technology Support Officer and two head teachers.

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	6,590,547
Base Per Capita	109,598
Base Location	0
Other Base	6,480,949
Equity Total	1,254,198
Equity Aboriginal	81,673
Equity Socio economic	807,092
Equity Language	0
Equity Disability	365,433
Targeted Total	1,041,343
Other Total	139,495
Grand Total	9,025,582

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.

NAPLAN Writing results provide validation of school-initiated programs to support student growth in this fundamental literacy skill. Year 7 students were the first cohort to benefit from the focus on writing collaboration with our feeder primary schools in the Gateway Learning Community. Students achieved an 18-point increase in mean scaled score compared with 2016. Year 9 students who participated in the Write it Right program demonstrated remarkable improvement with 85% of participants achieving greater than or equal to expected growth with the average growth of 79 points being more than three times the average growth of aboriginal students across the state.

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	23.5	36.5	24.4	9.6	6.1	0.0
School avg 2015-2017	27.4	39.8	23.1	6.5	3.2	0.0

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	50.5	24.2	17.2	5.1	3.0	0.0
School avg 2015-2017	46.4	28.5	15.3	6.9	1.4	1.6

NAPLAN Numeracy growth from 7 to 9 shows 72% of students greater than or equal to expected growth and 100% of students achieving growth. The average scale scored growth was 7 points above the state average scale score growth.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	6.1	19.1	38.3	20.9	12.2	3.5
School avg 2015-2017	6.0	33.3	33.7	19.0	6.2	1.8

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	4.0	39.0	39.0	17.0	1.0	0.0
School avg 2015-2017	8.3	36.7	36.8	17.1	1.1	0.0

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 2 performance bands in NAPLAN increased in 2017 with a near doubling of the percentage of students in these top two bands. The percentage of Aboriginal students achieving results in the top 2 performance bands increased by nearly 5 times.

Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	68.5	65.2	70.9	64.0
Business Studies	60.6	62.6	68.2	62.3
Community and Family Studies	69.6	69.3	70.7	67.4
Construction Examination	62.2	59.4	67.9	62.2
English (Advanced)	78.1	73.1	77.6	71.6
English (Standard)	61.7	61.9	65.6	60.6
Industrial Technology	62.9	58.4	64.8	59.2
Information Processes and Technology	59.4	57.0	69.4	61.5
Mathematics General 2	56.7	57.6	63.6	57.1
Metal and Engineering Examination	56.6	0.0	64.0	56.6
Personal Development Health and Physical Education	68.1	61.6	67.7	63.0
Senior Science	60.5	64.5	68.3	63.3
Visual Arts	77.4	73.5	77.7	72.7

The percentage of results in the top 2 performance bands increased to 10.6% from 3.4% in 2016. Two thirds of courses achieved a mean result above that of similar school groups.

Policy requirements

Aboriginal education

Throughout 2017 Francis Greenway HS continued to build strong relationships with the Aboriginal community through the work undertaken with the Maitland AECG and Murrook Cultural Centre. Staff professional learning centred around participation in the Connecting to Country training. Staff reported that this training was highly valuable in developing relationships with their students. The Write it Right program continues to be successful in providing students with the skills to improve writing through immersion in their culture. Our Junior AECG provides an active voice for our Aboriginal students and provides leadership opportunities both inside and outside the school. Students have been supported in their learning with the employment of an Aboriginal Student Learning Support Officer. A highlight of our year was the Aboriginal Education Celebration in term four where the community came together to share in student achievement of their Personalise Learning Plan goals. Our student supported the Pathways Awards as hosts with several students receiving awards in recognition of their achievements. It was another year of strong success for our students and our community.



Multicultural and anti-racism education

Francis Greenway HS has two staff trained as anti racism coordinators (ARCO). When there is a concern raised regarding racism an ARCO is responsible for investigating and reporting to the Principal who takes the action most appropriate for the situation. The ARCO also liaises with families and staff and facilitates restorative conversations. Our school participates in Harmony Day and No Bullying Day each year to reinforce that we are a school who respects all people. The Antbullying policy was reviewed with the support of our stakeholders in 2017. The Positive Behaviour for Learning implementation across the non classroom areas in 2017 has shown to have a positive impact on the manner in which students treat each other.