

Orara High School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Orara 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.

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School background

School vision statement

Orara High School is to be the school of choice for parents, students, staff and community members. We work collaboratively in a safe, supportive, productive and innovative learning environment, focused on meeting all students' needs. We embrace life-long learning by assisting students to attain their individual goals. All students at OHS are positive, happy, resilient, valued contributors in our diverse community. We are all diligent workers, collaborative leaders, and respectful engaged global citizens.

School context

Orara High School (enrolment 630 students, including 15% Aboriginal students and 15% students from a non-English speaking background) is a major, comprehensive secondary school in the city of Coffs Harbour. Through the opportunities provided by a supportive school community, students at Orara High School strive to achieve the best possible outcomes in a caring and cooperative learning environment. The school boasts a tradition of outstanding academic, sporting, cultural and artistic achievement. Orara High School continues to achieve the best for its students through excellent programs in student wellbeing, literacy, numeracy, special education and environmental education. The school is proud of the long history of success of all of its students, particularly those of Aboriginal and language backgrounds other than English.

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.

In 2017 innovative learning programs such as the Excel class and Academies of Excellence provided high-expectations opportunities for students to explore their areas of interest. Our teaching practice was further enhanced by the provision of a range of professional learning opportunities for both executive and non-executive staff. Leadership opportunities were actively sought out for all staff in both teaching and learning and student wellbeing roles.

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>

Strategic Direction 1

Community

Purpose

The commitment to and expansion of strong, sustainable and wider community links will enable Orara High School to offer a diverse range of academic, cultural, sporting and community service opportunities through improved and specialised facilities. This outcome will enable all students to celebrate and establish lifelong community linkages and provide all students with opportunities to further build learning, cultural, sporting and creative experiences.

Overall summary of progress

In 2017 links with the immediate community and our community of schools was further enhanced through out Transition Program. This enables prospective students to collaborate across a range of academic, sporting and cultural experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students participating in cultural, sporting and creative experiences	\$700 (choir), \$600 (band)	Highly successful cultural and sporting events held throughout the year in conjunction with partner primary schools; survey data indicates very positive impact within the broader school community
Greater community engagement in school programs to support engagement and relevance within teaching and learning	\$20000 equity to support Transition coordinator	Improvements in coordination of transition activities from primary to high school. Evidence of this is improved Year 7 2018 applications to enrol and post-activity survey responses
Increased OHS attendance and involvement at Community events		Steady increases demonstrated in 2017 in both participation by community members at school events and of school staff at community events

Next Steps

The Transition Program will be further bolstered as a key initiative of the 2018–20 School Plan. Community engagement will be further enhanced through the establishment of a Community Garden Project, commencing in 2018.

Strategic Direction 2

Engagement

Purpose

Engagement at Orara High School involves a world where students and staff are inspired to foster passion in lifelong learning promoting autonomous learners. Orara High School endeavours to produce citizens who are productive and competent; these citizens are aware of and embrace their roles in the wider community and the community's roles in the world.

Overall summary of progress

A measure of the success in improving student engagement has been the strong student growth measures in 2017 – in particular Year 9 NAPLAN results. There has been strong uptake of staff peer observations, and applications for the Excel class continue to increase.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% Staff engagement in Peer Observation Program.	Planning for 2018 Staff relief 2 x \$1000 \$500 SPL –programming	Though 100% participation was not quite achieved, a significant increase in peer observations compared to 2016 baseline were a consequence of this initiative
Increase Year 7 enrolments from partner schools.	0.2 FTE Transition coordinator	Applications to enrol increased by approximately 10% from 2016 baseline
Increase retention rates from Years 9 to 12.		Retention rates have shown slight improvement with a reduction of departures at the end of 2017 among Year 10 students
Value added results in HSC and NAPLAN.		Significant average student growth in NAPLAN from Years 7 to 9; HSC data still indicates improvements required in order to have more students in the higher bands.

Next Steps

The Excel program will continue to be further developed as a major initiative within the 2018–20 School Plan. In an effort to better cater for students needing extensive learning and behaviour support, a new project-based learning initiative will also be launched in 2018.

Strategic Direction 3

Our Future

Purpose

Our future encompasses innovative and relevant directions for staff and students to build capacity and better outcomes for all. This vision will nurture valued and successful partners, working collaboratively with the wider community in a safe and comfortable learning environment. Students will transition from Orara High School as happy, confident, responsible and engaged citizens in their community.

Overall summary of progress

The Science, Technology, Engineering and Mathematics (STEM) program has continue to strengthen cross-faculty project-based learning opportunities. It was determined not to pursue the implementation of Positive Behaviour for Learning during 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff attaining accreditation at Proficient, Highly Accomplished and Lead levels.	Professional Learning budget and access to Beginning Teacher funds	All staff seeking accreditation successfully completed this process
Faculties meet all learning and teaching needs through professional learning and curriculum differentiation.	Faculty Professional Learning budget supplementation	Work is ongoing in relation to the supporting staff differentiate
PBL philosophy explicitly embedded in all practices across the school.		Following staff consultation and liaise with the PBL support officer it was determined to suspend the implementation of PBL in 2017
STEM pedagogy to be included into programs developed in consultation with both students and staff from Stage 4.	\$15000	STEM program targets met in 2017 STEM program is nominated as a key strategic direction within the 2018–20 School Plan

Next Steps

The STEM program will continue to be a significant and expanding initiative within the 2018–20 School Plan. There will also be a focus on Instructional Leadership from 2018, enabling best practice future-focused professional learning opportunities for staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$95249	Increase in student attendance and engagement through the employment of a Aboriginal tutor from within the local community.
English language proficiency	\$182336	Successful transition to mainstream classes for the majority of newly arrived students due to the employment of qualified and experienced staff who create a scaffold of learning and wellbeing support.
Low level adjustment for disability	\$291031	Learning support enhanced as evidenced through improved attendance figures and reduced negative welfare incidents for targeted students. Resource used to employ appropriate support staff and provide additional professional learning.
Socio-economic background	\$633448	Resource utilised to support the school's three Strategic Directions: Community, Engagement, and Our Future.
Support for beginning teachers	\$17459	Resource utilised to both provide additional professional learning opportunities for beginning teachers and to enable an experienced mentor to support people new to the profession.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	353	361	313	305
Girls	294	285	260	264

Though the enrolment trend over recent years has shown a decline – particularly in female students – forward projections indicate steady increases in enrolments over the coming years. The realignment of enrolment boundaries for all Coffs Harbour schools will further support this trend. Anticipated enrolments in 2018 are 626.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92	90.2	93.5	91.1
8	87.7	87.6	89.8	92.1
9	87.2	85.8	86.7	88.5
10	84.6	86.7	83	87.4
11	83.5	92	88.4	84
12	87.4	90	90.3	89.7
All Years	87.1	88.5	88.6	89.2
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

Attendance is administered and tracked through the school's Sentral administration package. The Head Teacher Administration works in collaboration with School Administration Officer to track daily non-attendees, contact parents and caregivers, and monitor trends and patterns of concern. Working in consultation with the school's Senior Executive, our attendance staff engage external staff such as Home School Liaison officers and Aboriginal Community

when significant attendance issues emerge.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	3	0	16
Employment	3	0	25
TAFE entry	0	3	10
University Entry	0	0	33
Other	18	4	0
Unknown	0	13	16

Year 12 students undertaking vocational or trade training

Orara continued to offer a wide range of Vocational Education and Training (SVET) and TAFE Education and Training (TVET) courses to senior students. In Year 12, 40% of student undertook a VET or TAFE course, while in Year 11, 27% of students were involved in a school based VET course. Within that we had some students progressing through their school based traineeships and Apprenticeships.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who completed Year 12 in 2017 were successful in attaining the HSC credential or ROSA. In addition to HSC courses studied, other TAFE and framework courses were also undertaken.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	34.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	0.5
School Administration & Support Staff	13.08
Other Positions	2

*Full Time Equivalent

In 2017 the school's employees of Aboriginal descent included an Aboriginal Education Officer, a tutor for students in Years 7–10 and a tutor for Stage 6 students. In line with the Department of Education's Aboriginal Employment Strategy, Orara High School will continue to actively look for opportunities to further increase employment opportunities for people of Aboriginal or Torres Strait Island 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	90
Postgraduate degree	10

Professional learning and teacher accreditation

The 2017 Professional Learning budget allocation of \$68074 was fully expended through an equitable application process, managed by the Executive team. Professional learning activities supported both the school's Strategic Directions (as documented in the 2015–17 School Plan) and the learning goals of staff as indicated through Performance and Development Framework goals. Professional Learning resources

were also accessible through flexible Equity funding.

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.

Receipts	\$
Balance brought forward	920,960
Global funds	796,680
Tied funds	1,182,366
School & community sources	97,290
Interest	12,484
Trust receipts	43,903
Canteen	0
Total Receipts	2,132,724
Payments	
Teaching & learning	
Key Learning Areas	33,891
Excursions	40,496
Extracurricular dissections	58,082
Library	8,510
Training & Development	11,541
Tied Funds Payments	648,795
Short Term Relief	238,636
Administration & Office	126,681
Canteen Payments	0
Utilities	70,705
Maintenance	40,143
Trust Payments	45,435
Capital Programs	108,549
Total Payments	1,431,463
Balance carried forward	1,622,220

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	1,711,569
Appropriation	1,630,277
Sale of Goods and Services	4,242
Grants and Contributions	75,428
Gain and Loss	0
Other Revenue	1,007
Investment Income	615
Expenses	-798,270
Recurrent Expenses	-798,270
Employee Related	-515,295
Operating Expenses	-282,975
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	913,299
Balance Carried Forward	913,299

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.

In Term 4 2017 a Finance Committee was formed to assist the school's Senior Executive in the transition to Learning Management and Business Reform (LMBR). This group comprises of teaching and administration staff plus a parent representative. They have determined the optimum utilisation of unexpended funds and played a key role in the forward planning of anticipated resources within the 2018–20 School Plan.

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	5,788,872
Base Per Capita	90,547
Base Location	4,610
Other Base	5,693,716
Equity Total	1,202,064
Equity Aboriginal	95,249
Equity Socio economic	633,448
Equity Language	182,336
Equity Disability	291,031
Targeted Total	838,701
Other Total	376,821
Grand Total	8,206,458

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 2017 NAPLAN data indicates average scaled score growth from Years 7 – 9 in all aspects. In comparison to all NSW Department of Education Schools (DoE), Orara High School students (OHS) achieved the following average scaled score growth:

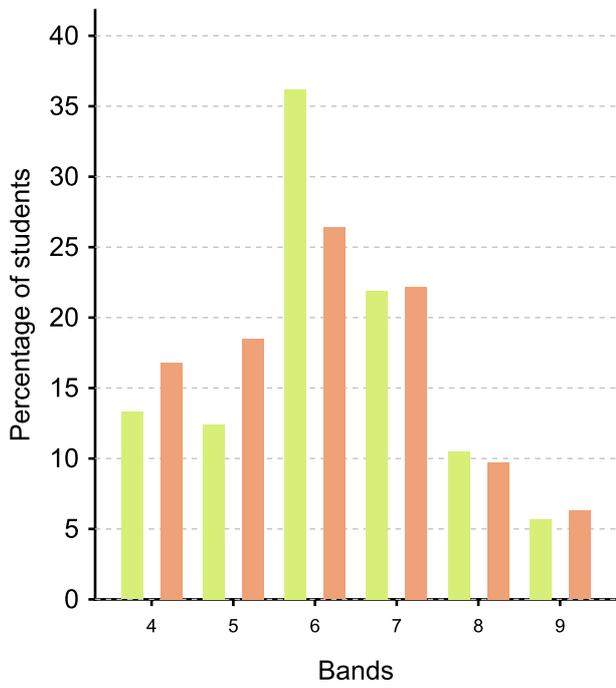
Year 9 Reading: DoE 37.1; OHS 39.5

Year 9 Spelling: DoE 34.9; OHS 44.1

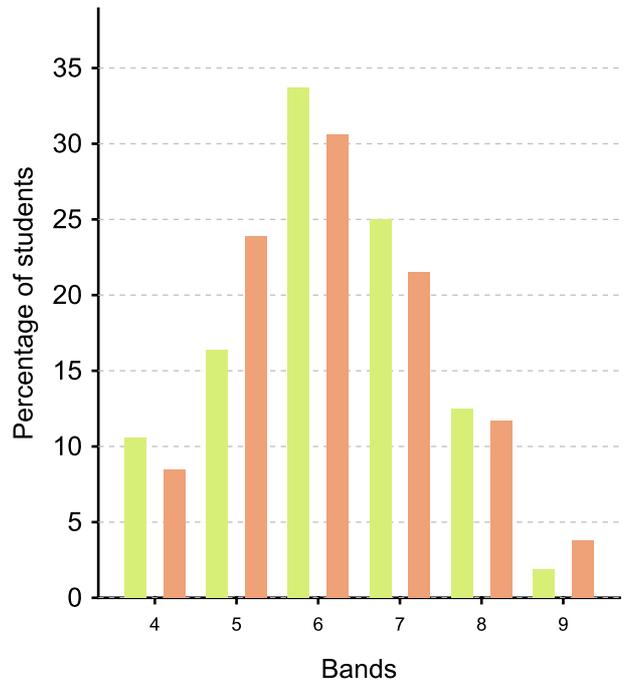
Year 9 Grammar and Punctuation: DoE 33.9; OHS 41.1

Furthermore, the school's average growth also exceeded the average growth of all schools in the above measures.

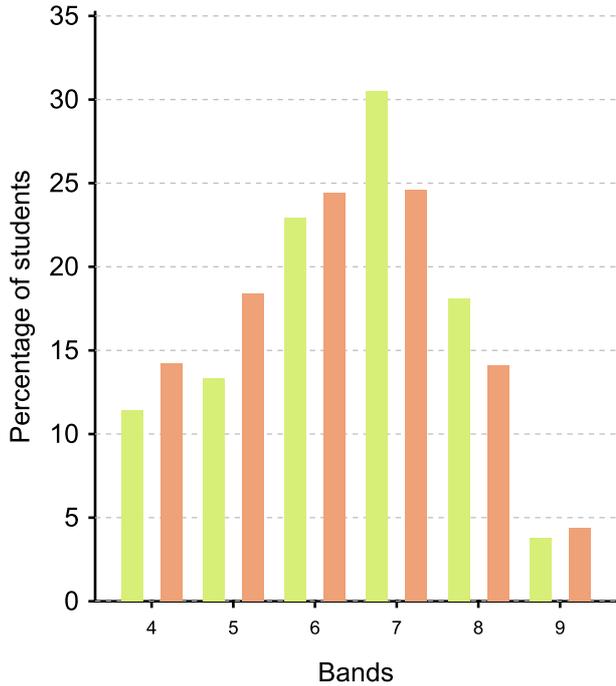
Percentage in bands:
Year 7 Grammar & Punctuation



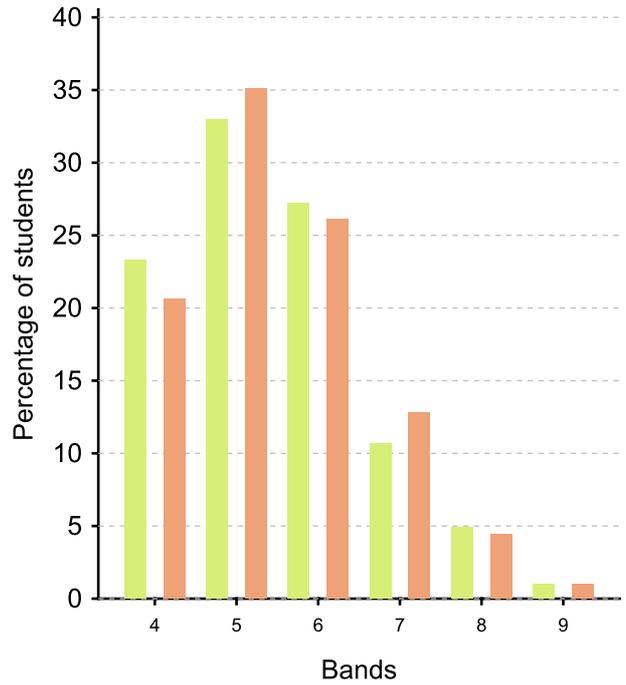
Percentage in bands:
Year 7 Reading



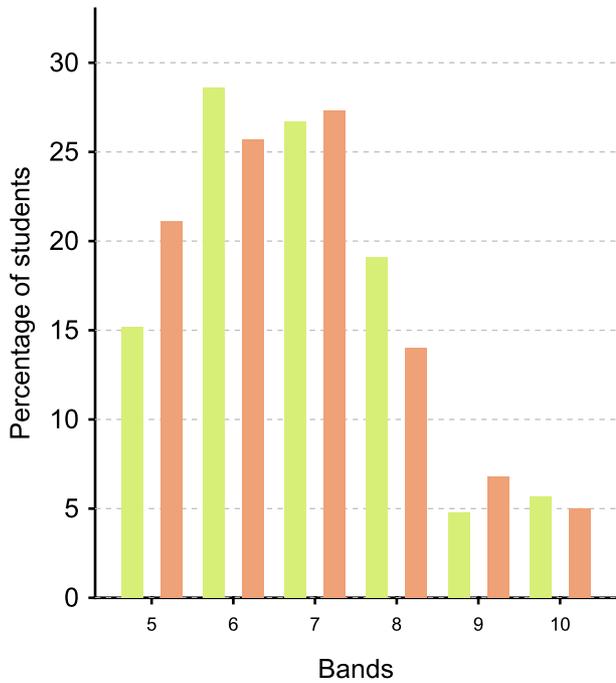
Percentage in bands:
Year 7 Spelling



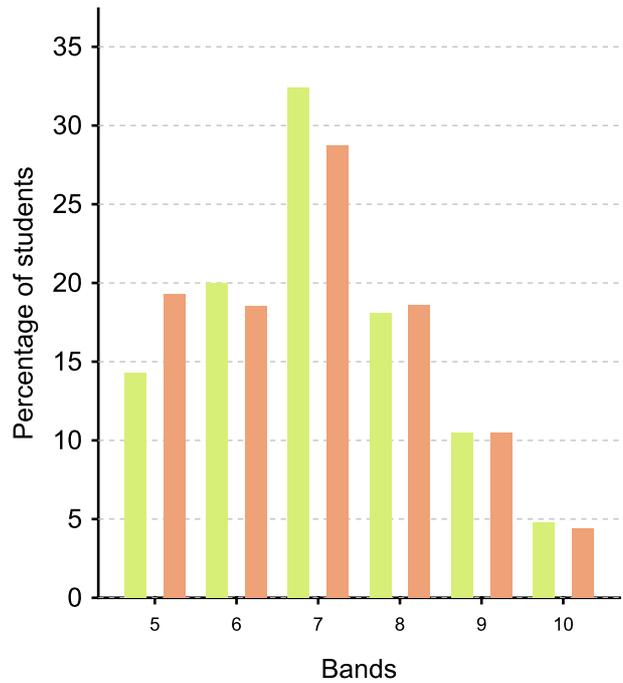
Percentage in bands:
Year 7 Writing



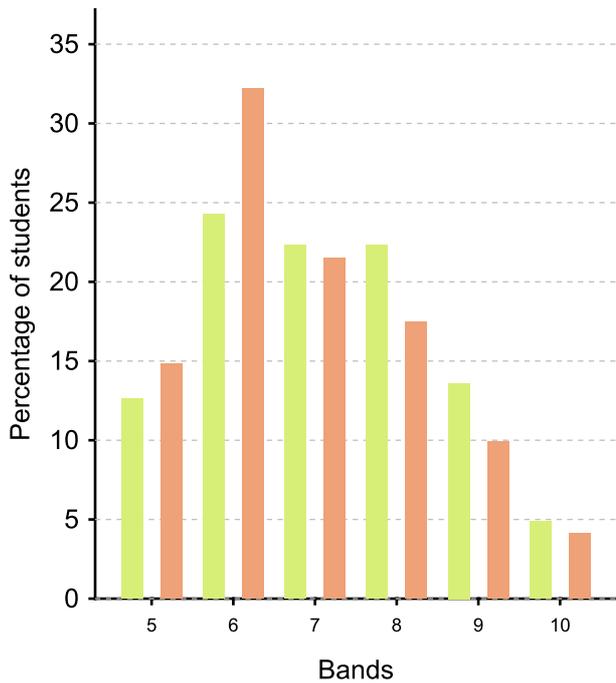
Percentage in bands:
Year 9 Grammar & Punctuation



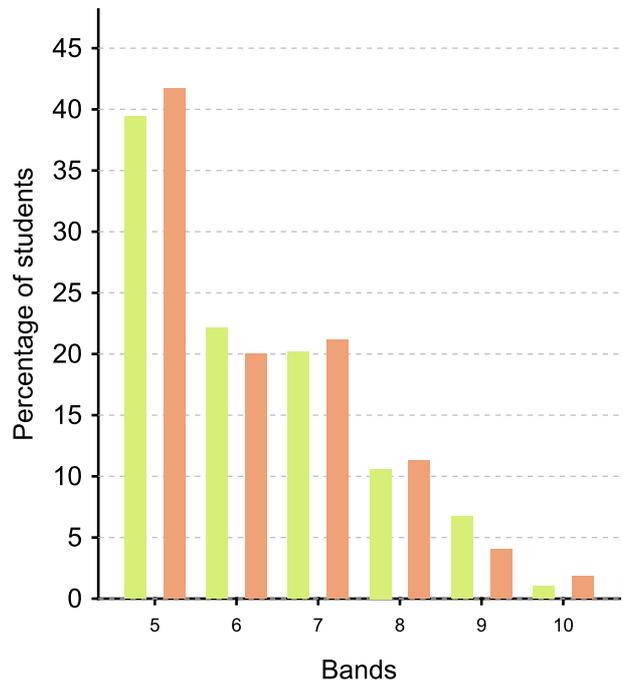
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



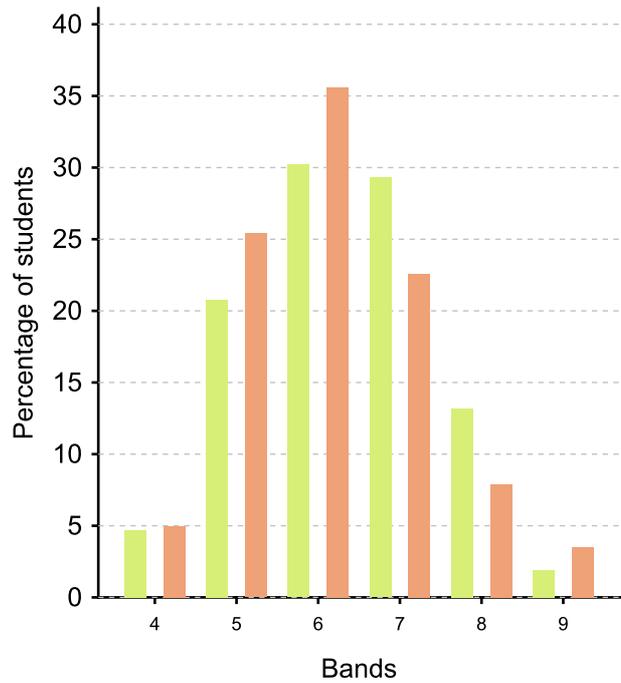
Numeracy growth had a more marked positive trend as opposed to recent years, however it was slightly below the average scaled score growth for all NSW DoE students: DoE – 50.7; OHS 46.8

Some of the most positive Numeracy data was in relation to our Aboriginal students: Orara HS average scaled score numeracy growth was 53.4 as opposed to

the state average of 52.5

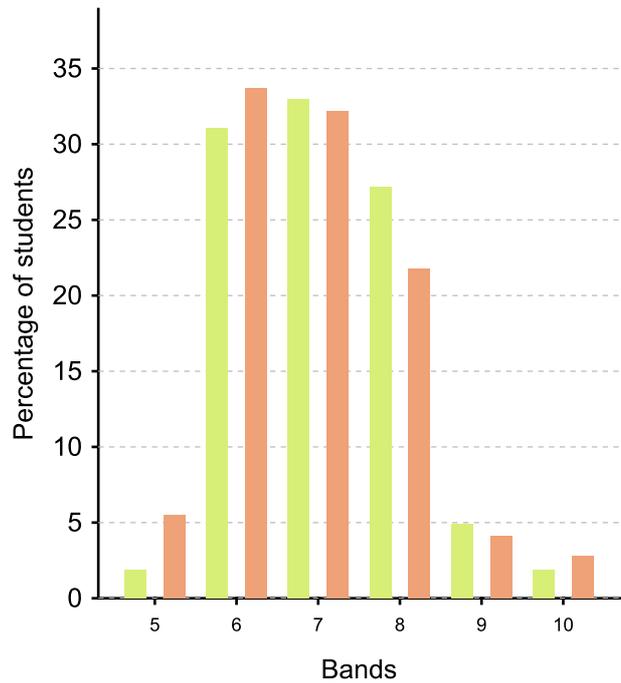
Percentage in bands:

Year 7 Numeracy



Percentage in bands:

Year 9 Numeracy



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.>

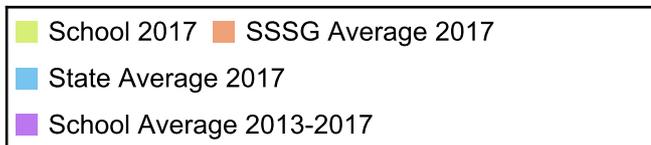
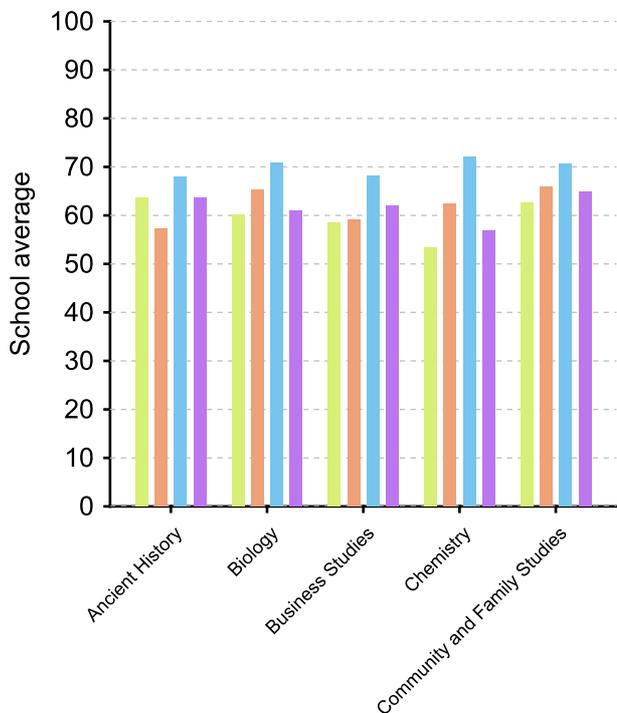
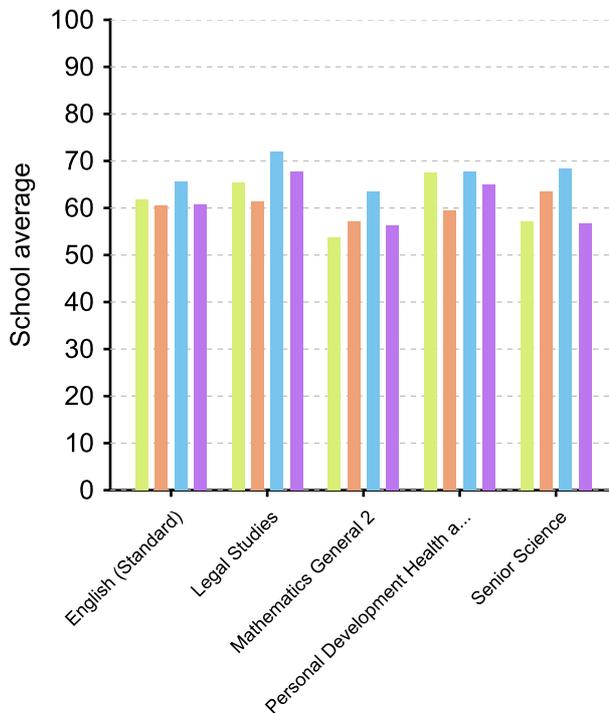
The data for our Aboriginal students was very positive: Orara HS average scaled score numeracy growth was

53.4 as opposed to the state average of 52.5. We will continue our endeavours through the 2018–20 School Plan to ensure that ever-increasing numbers of Aboriginal students achieve in the top two bands.

Higher School Certificate (HSC)

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

Of the 26 subject undertaken by the school's 2017 Higher School Certificate candidates, the highest performing was Industrial Technology (2 Unit), where one student achieved a Band 6 and selection into Powerhouse Museum exhibition for exceptional major works. In the same course another two students achieved Band 5 results. The following subjects also achieved Band 5 results: 2Unit Mathematics, Business Services, Digital Animation, and Community and Family Studies.



Parent/caregiver, student, teacher satisfaction

During the 2017 school year students, staff and parents/caregivers were provided opportunities for feedback both in forums and through surveys. Details of these de-identified results are available upon request. In summary:

Students offered many positive responses in relation to the positive wellbeing, student leadership structures, and diverse curriculum offerings, plus the many extra-curricula activities available. Improvements requested by students included better facilities, including teaching spaces, playground equipment, and toilets; improved management of negative behaviour and more rewards for good behaviour. Requests for great teacher consistency were of note.

Parent/caregiver responses included positive comments about the school culture of inclusivity and the many attempts to cater for all students despite their personal background or circumstances. The diverse curriculum choices, including the Excel program, were also of point of praise. Matters for improvement included: student results, the amount of time and resources spent on managing inappropriate behaviours, and many issues related to the school's ageing facilities, such as lack of air-conditioning and a toilet upgrade.

Staff positive responses included the professionalism of colleagues and a sense of continual school improvement. The diversity of the student population and the expansive green spaces were also of note. However amid the suggestions for improvement there were also comments in relation to the need for improved facilities. This included modernisation of physical spaces and greater access to technology. Improvement in staff morale was noted as something that needed further attention.

Policy requirements

Aboriginal education

Aboriginal students comprised approximately 15% of the student population in 2017. To support these students the school has for several years had a dedicated Aboriginal Education Officer and at least one other Aboriginal tutor employed. There is also a dedicated room for Aboriginal staff and students for both wellbeing and learning activities to continually occur. All staff are reminded of relevant Aboriginal Education documents and policies, emphasising the fact that Aboriginal Education is everyone's business. It should be noted that at Orara High School some of our highest achieving and best attending students are of Aboriginal descent.

Multicultural and anti-racism education

Orara High School is very proud of the diversity of it's

student population. Over thirty languages other than English are spoken by our students in their homes and within the school. The school supports a New Arrivals Program where qualified and experienced staff provide intensive English language teaching which leads to transition into mainstream classrooms. Orara High School has a nominated Anti-Racism Contact Officer who is trained in mediating any disputes within the school community should they arise.