

The Henry Lawson High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of The Henry Lawson 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.

School contact details

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School background

School vision statement

Students value learning as the means to creating their own future. They are empowered and confident through high impact teaching to assume a meaningful role in a world of infinite opportunities.

My Learning – My FuTuRe.

School context

The Henry Lawson High School:

- is a small, rural co-educational secondary school with a history of academic and sporting success with strong family and community links.
- has a predominantly rural community currently affected by the ongoing impact of rural decline.
- has a mix of males and females, who travel in from the small farming communities.
- has a mix of experienced, established staff and new scheme teachers that bring a diversity of practices that stimulates professional dialogue about effective strategies to engage students in learning.
- has a very strong music focus which includes one third of the school involved in the school band and choir.
- has a recent history of achieving above, on or very close to the state average in NAPLAN, VALID, Year 10 RoSA and HSC.
- has a strong focus on innovative teaching practice focusing on students being self-regulated with the ability to use critical thinking skills to solve problems both independently and in teams.
- has students who are polite, friendly and value their learning and opportunities provided through the school and community.
- prepares it's students to have the skills to pursue their education and training beyond the community with up to 50% of Year 12 students taking up university offerings.
- has a strong positive culture of cooperation with peers and staff.
- prides itself on the sense of belonging felt by all members of the school community and the strong sense of ownership that the community has of the students and the school.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Students value learning: changing mindsets, changing futures.

Purpose

Students are aspirational and growth-minded and are able to optimise learning through understanding the habits and practices of successful, self-regulated learning in alliances with teachers and parents. They feel safe, cared for and connected to others so all can succeed, thrive and learn.

Improvement Measures

An increase in parent engagement in student learning.

An increase in evidence of student confidence as learners.

All teaching programs show evidence of explicit teaching of How2Learn practices and habits.

Progress towards achieving improvement measures

Process 1: Learning Habits – Develop student and parent capacity to effectively use How2Learn and other strategies by providing ongoing opportunities for collaboration between staff, students and parents, using new and existing structures to demonstrate the best use of learning habits and practices.

Evaluation	Funds Expended (Resources)
In 2019, The Henry Lawson High School teaching staff continued a How2Learn focus by developing 100 day plans in semester 1 and semester 2. The new plans included whole school areas such as literacy, numeracy and assessment. The How2Learn language has been embedded in to our newly formed whole school expectations and most teaching programs show evidence of explicit teaching of How2Learn practices and habits. In 2020, our next step is to develop cross curriculum professional learning groups to ensure the How2learn practices and habits continue to thrive across the school.	\$10000

Process 2: Staff Capacity – Develop structures to enable ongoing staff professional learning and dialogue and curriculum opportunities for the explicit teaching of habits, practices and self-regulation.

Evaluation	Funds Expended (Resources)
In 2019, The Henry Lawson High School had a strong focus on professional learning. Dedicating every third Thursday to staff training. Two evenings were dedicated to future focused project learning development and How2learn practices. The impact is fantastic collegiality with a shared responsibility for learning. Our next steps are to develop our cross curriculum professional learning groups to provide leadership opportunities and to better unlock the skills and expertise within our school.	\$6000

Process 3: Wellbeing – Evaluate whole school wellbeing programs and implement new evidence based programs to improve current school programs.

Evaluation	Funds Expended (Resources)
In 2019, The Henry Lawson High School has committed to developing a strategic planned approach to whole school wellbeing processes with implementation in 2020. This year we participated in a fully funded weekly program called "Links to Learning". This program provided targeted students with the opportunity to become the best person they can be with improved life skills and learning opportunities.. Our school worked closely with the local Suicide Prevention Program to develop RU OK benches for our feeder primary schools. This program added another layer to our transition program	\$7500

Progress towards achieving improvement measures

to further improve the happiness and excitement of starting High School. Our next steps are to develop a dedicated space within the school that will provide a comfortable working environment for outside agencies when working with our students on improving wellbeing.

Next Steps

- > to develop cross curriculum professional learning groups to ensure the How 2learn practices and habits continue to thrive across the school.
- > provide leadership opportunities and to better unlock the skills and expertise within our school
- > develop a dedicated space within the school that will provide a comfortable working environment for outside agencies when working with our students on improving wellbeing.



Strategic Direction 2

High impact instructional leadership: evidence informed, collaborative practices.

Purpose

A culture of high expectations exists through building high performing instructional leaders who: identify, understand and implement effective evidence-based practices; think evaluatively; collaborate to develop a differentiated curriculum which meets diverse needs across the school community.

Improvement Measures

Improvement in whole school growth data across all internal and external assessment..

Increased teacher capacity and use of evidence-informed teaching and learning practices..

Increased school performance in TTFM survey results.

Increase in proportion of students demonstrating expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Professional Learning – Develop staff capacity to effectively implement evidence based best practice in teaching and learning including literacy and numeracy, explicit teaching, high expectations, use of data to inform practice, evaluative thinking, forms of assessment, feedback and HOW2Learn.

Evaluation	Funds Expended (Resources)
In 2019, The Henry Lawson High School had a staff member successfully accredited as a Highly accomplished teacher demonstrating the development and leadership of staff capacity. Key learning areas have developed quality examples of success criteria for literacy and numeracy. A genuine and authentic willingness to always strive to improve teaching practice is evident across the school. Our next steps are to better utilise data such as HSC, NAPLAN and VALID to improve practice.	\$4600

Process 2: School structures and timetabled support – Initiate staff based teams to lead the development and implementation of planning, training and support across the school. Strategic use of timetabling and school resources to allow continuous and ongoing time for collaboration and implementation of effective practices at KLA level.

Evaluation	Funds Expended (Resources)
In 2019, The Henry Lawson High School did not follow up with staff based teams as planned. Each faculty was provided with 3 dedicated KLA days that focused on quality lesson planning, lesson delivery, assessment and reporting. Improved quality teaching practice was evident and quality success criteria and effective feedback is embedded into teaching and learning. Our next step is to invest in a timetabled lesson for each teacher to ensure quality collaboration, professional learning goals and leadership opportunities are evident and available.	\$12500

Next Steps

> To better utilise data such as HSC, NAPLAN and VALID to improve teaching practice.

> To invest in a timetabled lesson for each teacher to ensure quality collaboration, professional learning goals and leadership opportunities are evident and available.



Strategic Direction 3

Thriving partnerships: strong connections, infinite opportunities.

Purpose

The school is responsive to community needs; collaborates to develop a culture of high expectations; develops opportunities for a diverse range of students; uses whole community approaches to learning and teaching; thrives on partnerships within and outside the school; provides a variety of authentic experiences to enhance ambitions; improves community understanding of best practice around student learning.

Improvement Measures

Increase in the number of school projects that engage with community organisations and businesses.

Increased participation rates of parents and community in school curriculum.

Increase in positive community feedback that demonstrates an increased awareness of school priorities.

Progress towards achieving improvement measures

Process 1: Authentic Projects – Create new and enhance established STEM and elective project based curriculum to strengthen community links and expand access to more students.

Evaluation	Funds Expended (Resources)
In 2019, The Henry Lawson High School developed and delivered four school based project electives to provide an expanded choice for our stage 5 students. STEM, Sport Coaching, Media/Video and Drama. Each elective involved community members and students delivering a project from start to finish. The impact was increased engagement in school with a 96% retention rate into Year 11. Our next steps are to develop a new round of electives with a futuristic theme to develop transferrable 21st century learning skills.	\$35000

Process 2: Community Communication – Develop communication strategies that encourage collaboration with the community.

Evaluation	Funds Expended (Resources)
In 2019, The Henry Lawson High School provided opportunities for students and teachers to evaluate the LATS program (Learning Across The School). The feedback indicated that the program was valued and it supported the concept of debriefing, recording and linking with home learning. To further improve the impact of LATS it was decided that in 2020 we will increase the number of LATS groups and introduce a peer support element by having multiple year levels within a group.	15500

Process 3: High Expectations – Recognise, emphasise and communicate the role that high expectations play in examples of student successes.

Evaluation	Funds Expended (Resources)
In 2019, The Henry Lawson High School developed new whole school expectations by workshopping ideas with staff and consulting with students and parent representatives. The result was that a new set of expectations was developed and displayed in classrooms. Student monitoring and excursion eligibility was directly measured against the new expectations resulting in improved learning and engagement across the school. Our next steps is develop a system where we will be reporting the new whole school expectations to parents.	\$4200

Next Steps

- > To develop a new round of electives with a futuristic theme to develop transferrable 21st century learning skills.
- > Introduce a peer support element by having multiple year levels within a LATS group.
- > Develop a system where we will be reporting the new whole school expectations to parents.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7517	<p>Our Aboriginal education team sits within our Learning Support team. The team had identified all Aboriginal students and developed individual learning plans. This has increased all students awareness and cultural identity resulting in all students being proud and the sharing their heritage and culture.</p> <p>Yoorana Gunya visited our school as part of NAIDOC celebrations. Our students, joined by students from Grenfell Public School, Grenfell Preschool and Long Day Care Centre and community members participated in activities including a cultural talk and the Koori cook-off.</p>
Low level adjustment for disability	\$90342	<p>Individual support plans are developed for students who are requiring adjustments and accomodations.</p> <p>All students experience a high level of support and develop a partnership for learning during transition points such as Year 6 into 7 and Years 10 into 12.</p> <p>Our funding supports the appointment of Student Learning Support Officers who work with targeted and groups of students to further support learning needs.</p>
Socio-economic background	\$73823	<p>All students from Years 9 to 12 have a device that is supported by our Bring Your Own Device policy.</p> <p>Additional wellbeing support for students through the employment of a transition teacher..</p> <p>All students receive additional opportuniies with careers and learning via a travel subsidy for all excursions.</p>
Support for beginning teachers	\$14130	<p>A Collaborative support network for beginning teachers to complete accreditation is provided by the executive as a reduced face to face load. This results in improved programming, planning and classroom management.</p> <p>Beginning teachers are supported with external professional learning directly related to their PDP goals curriculum requirements.</p> <p>New teachers attend the annual beginning teachers conference to increase their teaching networks across other schools and nurture confidence and professionalism.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	88	94	86	105
Girls	88	79	77	86

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.1	91	90.8	87.1
8	92.7	90.5	90.8	87.3
9	89.5	91.5	88.6	89.7
10	92.4	90.1	90.1	87.8
11	90.7	91.5	92.2	89.5
12	89	92.4	95.6	86.6
All Years	91.6	91.1	91	88.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	5	0	28
Employment	5	0	44
TAFE entry	0	0	6
University Entry	0	0	22
Other	2	0	0
Unknown	5	0	0

Year 12 students undertaking vocational or trade training

54.55% of Year 12 students at The Henry Lawson High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at The Henry Lawson High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	11.7
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	5.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	207,878
Revenue	3,572,663
Appropriation	3,436,974
Sale of Goods and Services	11,876
Grants and contributions	111,701
Investment income	2,858
Other revenue	9,254
Expenses	-3,454,401
Employee related	-3,060,882
Operating expenses	-393,519
Surplus / deficit for the year	118,262

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	51,205
Equity Total	171,682
Equity - Aboriginal	7,517
Equity - Socio-economic	73,823
Equity - Language	0
Equity - Disability	90,342
Base Total	2,976,949
Base - Per Capita	38,340
Base - Location	76,460
Base - Other	2,862,150
Other Total	132,231
Grand Total	3,332,068

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.

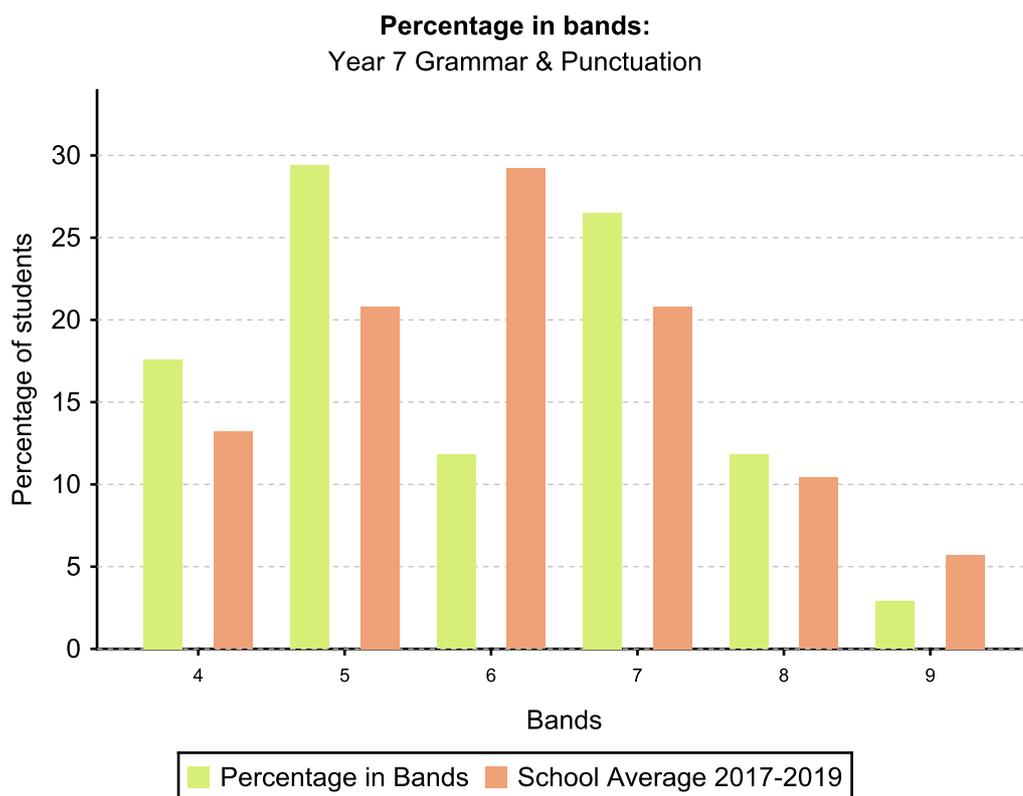


School performance - NAPLAN

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.

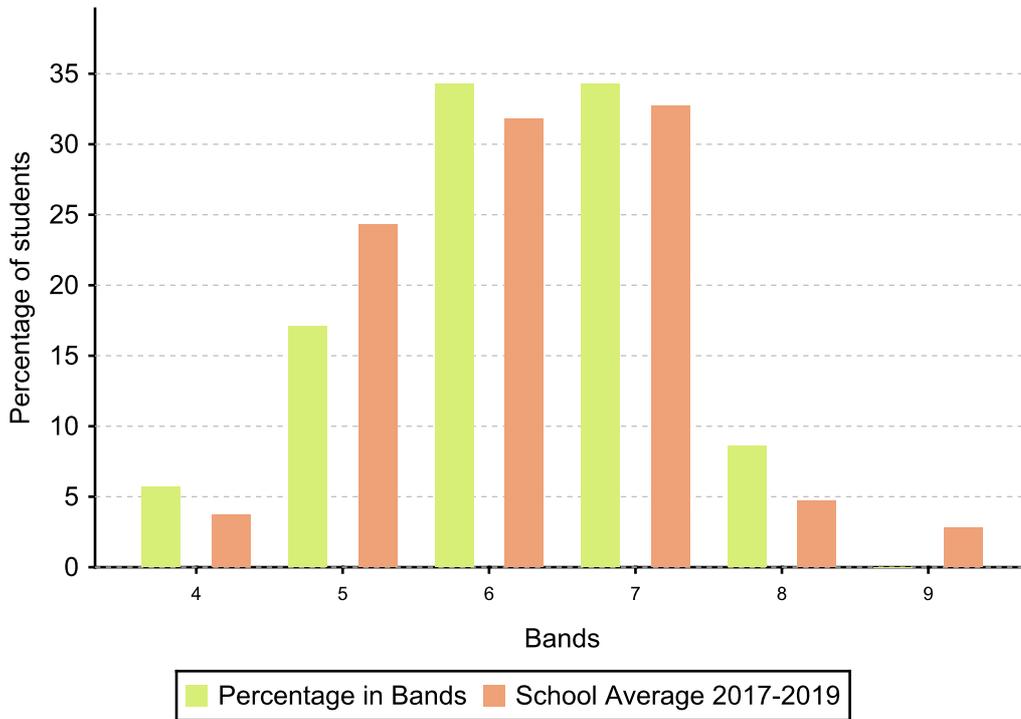
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



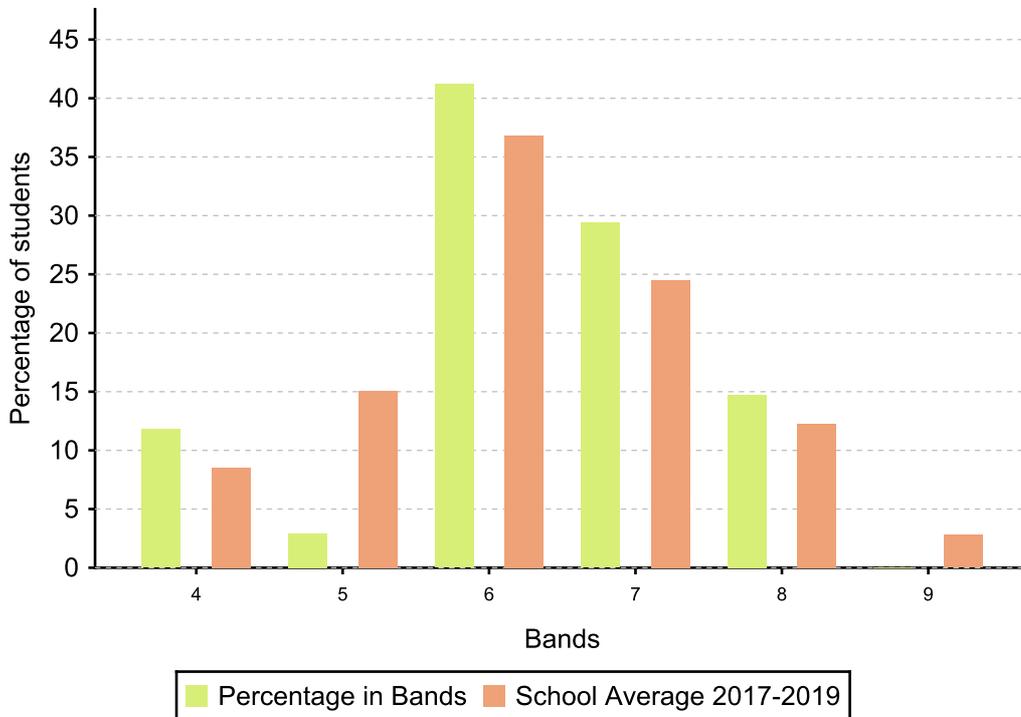
Band	4	5	6	7	8	9
Percentage of students	17.6	29.4	11.8	26.5	11.8	2.9
School avg 2017-2019	13.2	20.8	29.2	20.8	10.4	5.7

**Percentage in bands:
Year 7 Reading**



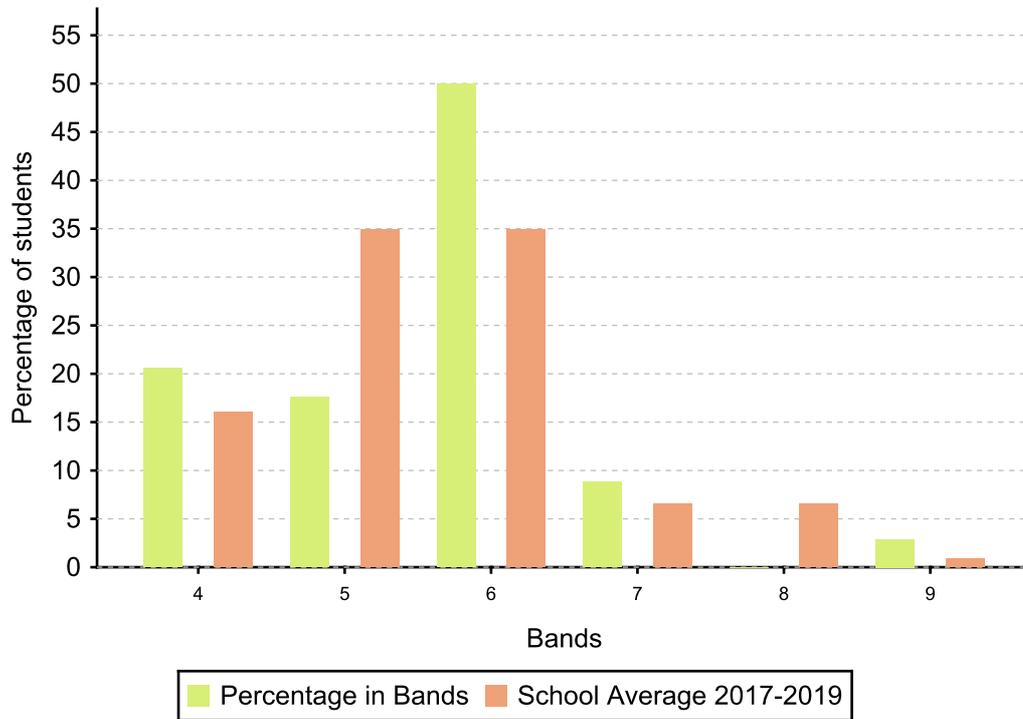
Band	4	5	6	7	8	9
Percentage of students	5.7	17.1	34.3	34.3	8.6	0.0
School avg 2017-2019	3.7	24.3	31.8	32.7	4.7	2.8

**Percentage in bands:
Year 7 Spelling**



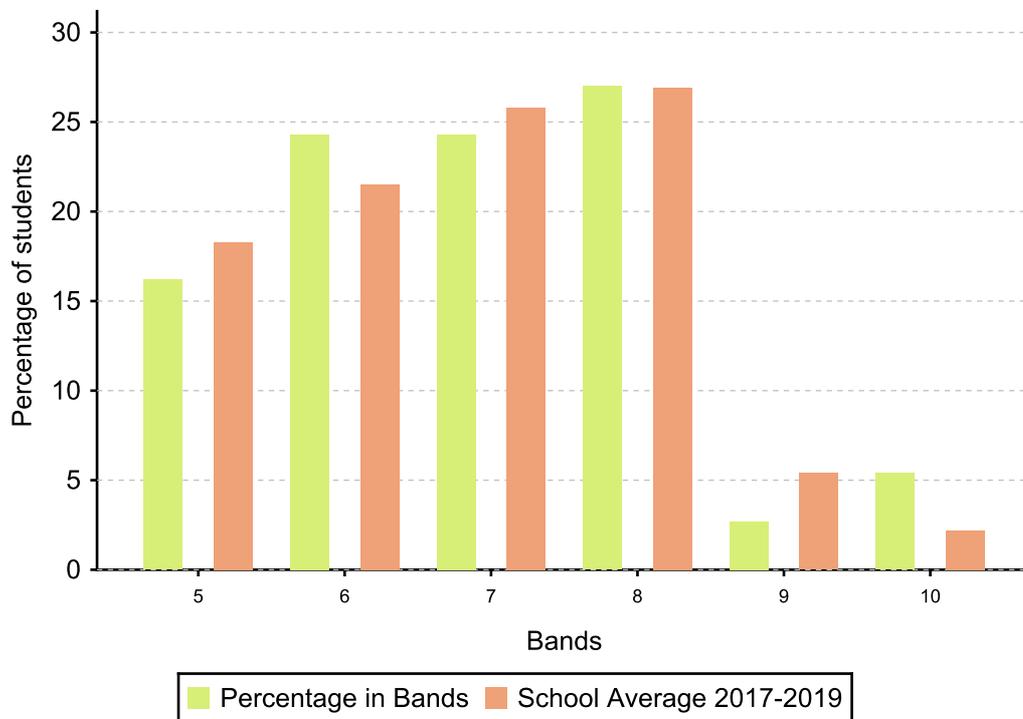
Band	4	5	6	7	8	9
Percentage of students	11.8	2.9	41.2	29.4	14.7	0.0
School avg 2017-2019	8.5	15.1	36.8	24.5	12.3	2.8

Percentage in bands:
Year 7 Writing



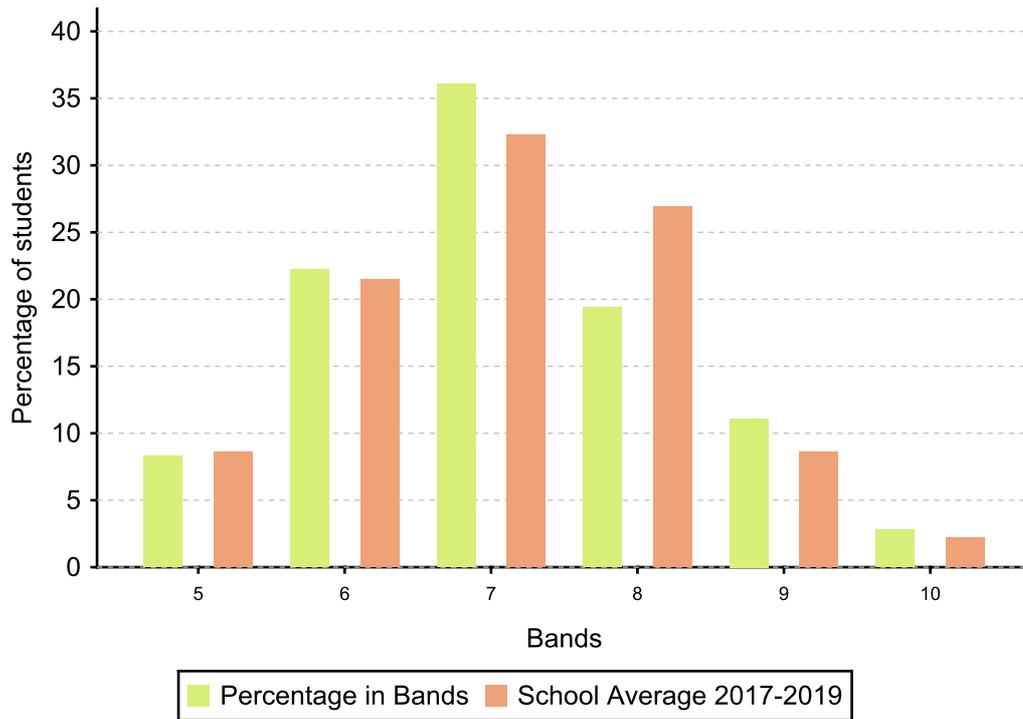
Band	4	5	6	7	8	9
Percentage of students	20.6	17.6	50.0	8.8	0.0	2.9
School avg 2017-2019	16	34.9	34.9	6.6	6.6	0.9

Percentage in bands:
Year 9 Grammar & Punctuation



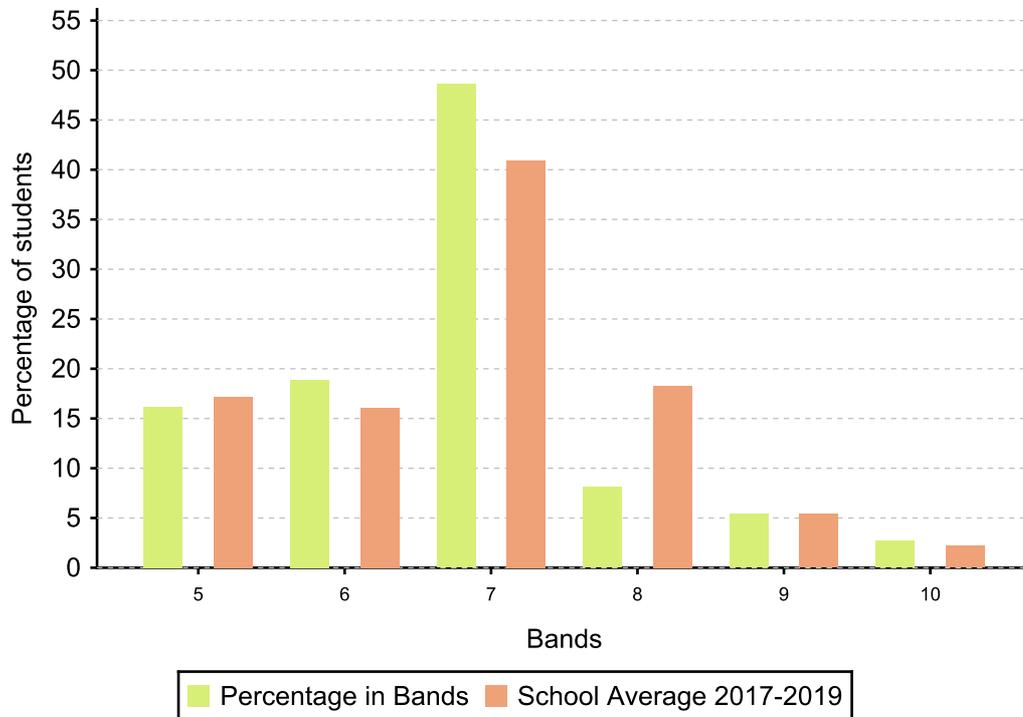
Band	5	6	7	8	9	10
Percentage of students	16.2	24.3	24.3	27.0	2.7	5.4
School avg 2017-2019	18.3	21.5	25.8	26.9	5.4	2.2

**Percentage in bands:
Year 9 Reading**



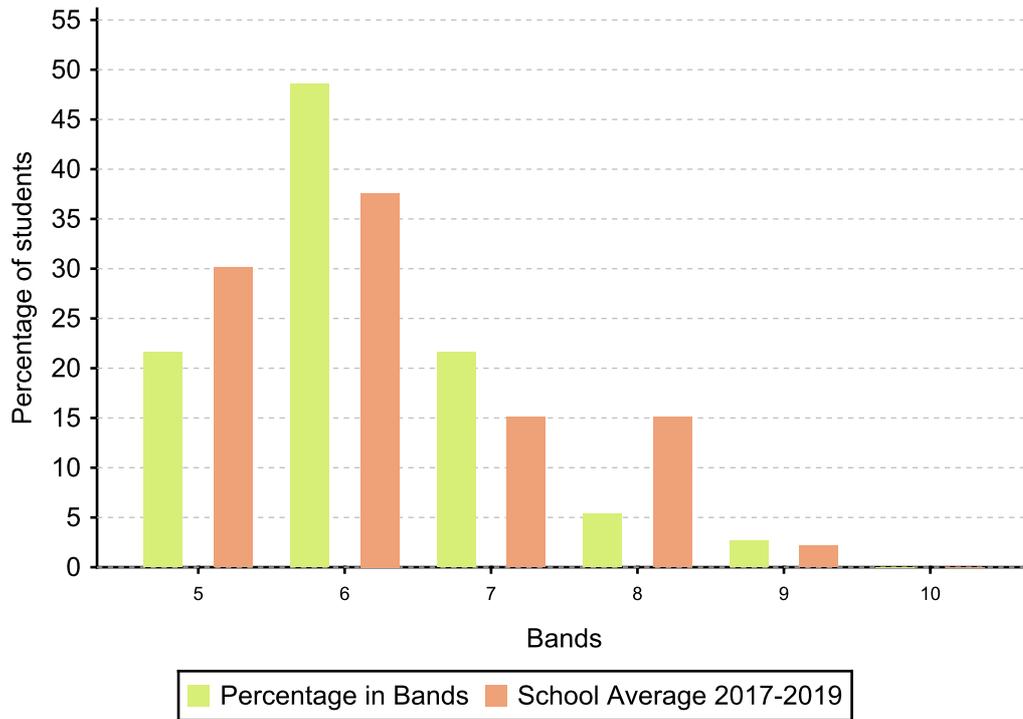
Band	5	6	7	8	9	10
Percentage of students	8.3	22.2	36.1	19.4	11.1	2.8
School avg 2017-2019	8.6	21.5	32.3	26.9	8.6	2.2

**Percentage in bands:
Year 9 Spelling**



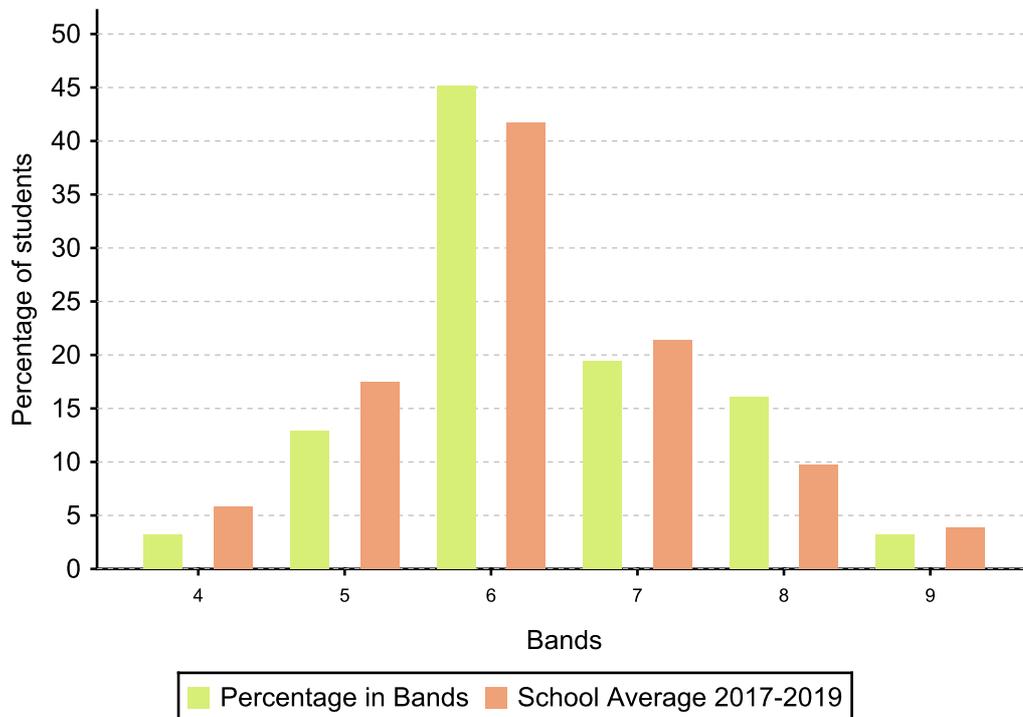
Band	5	6	7	8	9	10
Percentage of students	16.2	18.9	48.6	8.1	5.4	2.7
School avg 2017-2019	17.2	16.1	40.9	18.3	5.4	2.2

Percentage in bands:
Year 9 Writing



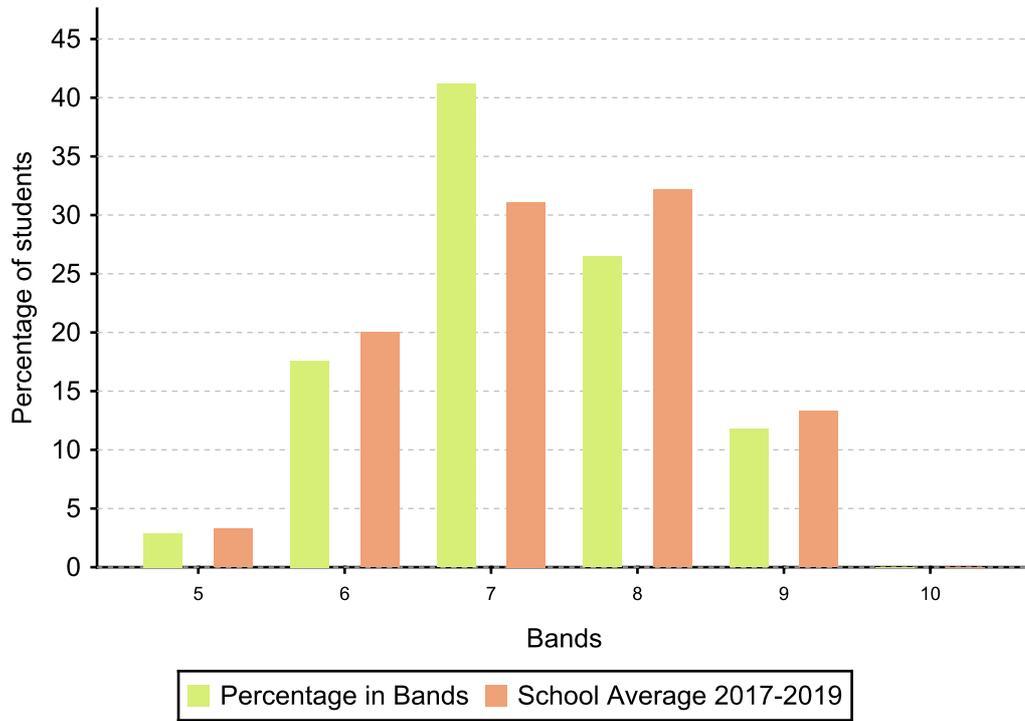
Band	5	6	7	8	9	10
Percentage of students	21.6	48.6	21.6	5.4	2.7	0.0
School avg 2017-2019	30.1	37.6	15.1	15.1	2.2	0

Percentage in bands:
Year 7 Numeracy

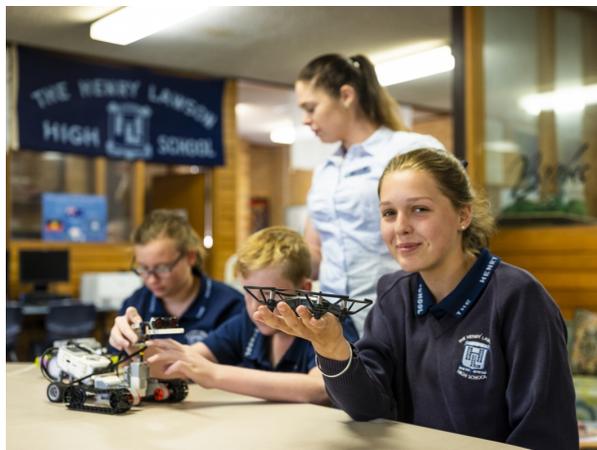


Band	4	5	6	7	8	9
Percentage of students	3.2	12.9	45.2	19.4	16.1	3.2
School avg 2017-2019	5.8	17.5	41.7	21.4	9.7	3.9

Percentage in bands:
Year 9 Numeracy



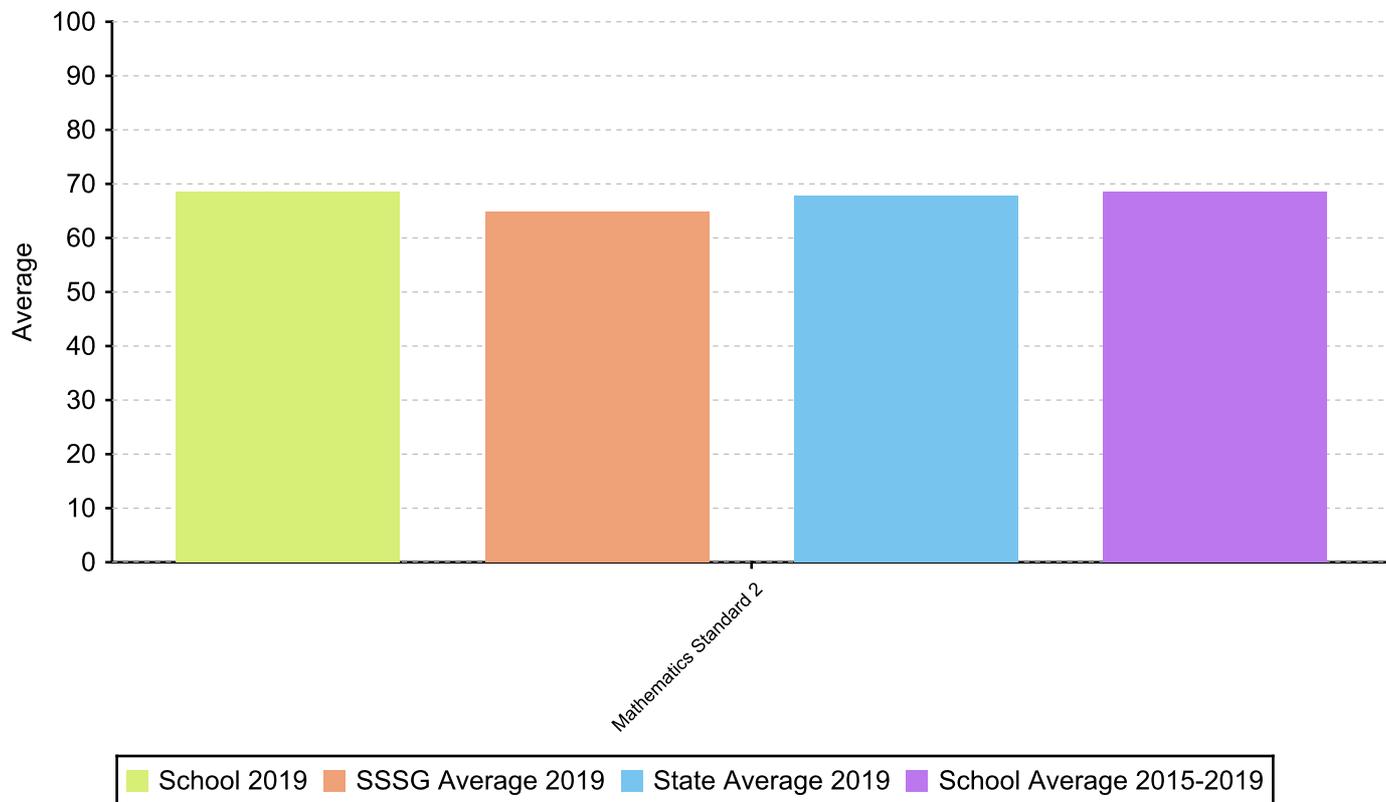
Band	5	6	7	8	9	10
Percentage of students	2.9	17.6	41.2	26.5	11.8	0.0
School avg 2017-2019	3.3	20	31.1	32.2	13.3	0



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Mathematics Standard 2	68.6	64.9	67.7	68.6



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Parents were asked to take part in the "Tell Them From Me" parent survey. This survey includes seven separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position. In all parent satisfaction areas surveyed our school scored an above average rating score.

The survey that was open between the 27th September and the 18 October 2019 provided a report with results based on data from only 6 parent respondents. The Henry Lawson High School will develop a manual parent survey in 2020 and find multiple opportunities to better capture our communities ideas and thoughts.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

