Tenterfield High School

2019 Annual Report

8358

Introduction

The Annual Report for 2019 is provided to the community of Tenterfield 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

At Tenterfield High School, we aim to promote a dynamic, engaging and positive learning environment, encouraging high expectations that support lifelong learners.

School context

Tenterfield High School, situated 18km south of the Queensland border, is a rural school catering for the needs of approximately 270 students including 12% Aboriginal and/or Torres Strait Islander students. The school caters for students with a range of abilities and includes two multi–categorical classes. Quality teaching and learning form the basis for excellent educational initiatives, ranging from a whole school Literacy program, Agricultural and successful vocational education programs. The students are highly active within the community and reach state level in a variety of sporting events. Staff range from experienced to early career and are committed to improving the educational opportunities at Tenterfield High School to reflect 21st century teaching and learning. The school enjoys very strong parent and community support with significant ties to the local Aboriginal community, and has in place a highly developed student welfare system.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/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	Delivering
LEARNING: Assessment	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Successful learners

Purpose

To promote dynamic and engaging environments that inspire students to embrace life long learning through holistic initiatives, quality teaching and learning programmes and critical and creative processes.

Improvement Measures

Improvement in HSC achievements. No band 1 or 2 results.
Z scores testify to better HSC outcomes across all subject areas
Students successful in attaining their preferences in post school destinations, inspired to reach for an exciting and challenging future life path.
Improvement in NAPLAN results, more students achieving band 8. Students pushing up from lower and middle bands across the board.

Progress towards achieving improvement measures

Process 1: **Focus on Literacy and Numeracy**

Pre and post assessment of literacy and numeracy classes for measurable data

Dedicated Literacy and Numeracy classes Years 7 to 10

Quicksmart literacy and numeracy coaching

Evaluation	Funds Expended (Resources)
Pre and post testing – before and after numbers taken for THS students Analysis of the best start data, Scout data and PAT test will then drive Quicksmart program Staff review data and adjust teaching programs and literacy programs Evidence for External Validation collected, collated and analysed ready for the EV meeting. Analysis of NAPLAN results→ plan to inform future directions for cohort and individuals	J Rodwell

Process 2: **Focus on curriculum choice and study habits**

Annual surveys of students (Google forms, survey monkey) to support appropriate subject choice.

Counselling and information evenings to inform and guide students and families in subject choices

Senior study skills workshops

Study Hall for seniors

Senior mentor program runs every year (10% on top)

Set up of Learning Centre to be accessed by Yr 7–12 students

Expansion of the role and resources of the Wed morning Indigenous program

Progress towards achieving improvement measures

Process 2: ALARM (a learning and response matrix) used across all KLAs, initially with stage 6, including stages 5 and 4 over time

Evaluation	Funds Expended (Resources)
Coaching sessions completed ALARM implemented across school, HSC results raised across the board Minimum Standards testing undertaken. students identified who still need to meet minimum standards, all students to accomplish in shortest time frame HSC Results analysis by all staff with NESA RAP package experts	Analysis of Z Scores

Progress towards achieving improvement measures

Strategic Direction 2

High Performing Staff

Purpose

To further build the capacity of staff with relevant and inspiring professional learning, enabling them to engage with the diverse and emerging needs of learners.

Improvement Measures

A proportion of teaching staff will attain Highly Accomplished and Lead teacher accreditation

Staff seeking promotion will be successful in attaining executive positions whether within or beyond Tenterfield High School

Distributed leadership will become more evident, efficient and effective across the school (capacity building)

Professional learning will be reflected in classroom practices, student engagement and student outcomes

Progress towards achieving improvement measures

Process 1:   Focus on professional learning

PDPs from all staff reflect the appropriate professional standards and used to inform the provision of professional development

Regular coaching of current and aspiring school leaders by Principal, DP and SAM (School Administration Manager)

Appropriate mentors sources for aspiring leaders

HT Teaching and Learning to introduce and sustain the provision of ALARM (A Learning and Response Matrix) across all faculties

Accreditation coordinator to support, guide and counsel relevant staff

HTs to facilitate ongoing professional development within and across faculties

Evaluation	Funds Expended (Resources)
PDP – evaluation of peer observations all to be at proficient level	Teacher and Exec time
100% of staff have identified and undertaken appropriate PL opportunities to address their PDP goals	Staff PL
Resources and planning completed with supervisors and mentors	M Marshman
REAL project Presentation undertaken by all year 7 students, attended by all parents, accurate self and peer evaluations by all.	

Process 2:   Focus on student engagement

HT Welfare to lead and liaise with teaching and non teaching staff to provide support for students through alternative programs and resource development (inc. Intensive Learning Centre)

All staff to take responsibility for student wellbeing in a coordinated manner (e.g. Mindfulness during DEAR period)

Progress towards achieving improvement measures

Process 2: Role of the Year Adviser to be broadened for increased benefit to students

Evaluation	Funds Expended (Resources)
100% successful graduation of auto students.	
Effective and efficient utilisation of study centre catering for a diverse student body.	
Evaluation of Scout data – utilise as reflection on teaching processes	
ALARM implemented. Positive feedback from staff.	
Lesson bservations undertaken and feedback given.	
Mindfulness evaluation shows positive trend in wellbeing of students and staff	

Progress towards achieving improvement measures

Process 2: Role of the Year Adviser to be broadened for increased benefit to students

Strategic Direction 3

Positive Partnerships

Purpose

To encourage community participation in school life and foster effective leadership and positive partnerships between students, staff and the wider community, facilitating the growth of our students into confident, creative, educated and resilient citizens.

Improvement Measures

Increased positive interaction across the school and parents/ community

Increased proportion of feeder school students enrolling into Year 7 and completing their secondary education at THS

Several programs/projects set up and maintained that result in measurable improvements in community participation in school life

Every student is known valued and cared for in our school community

Progress towards achieving improvement measures

Process 1: **Focus on Innovation and inclusivity**

Excursions, programs and projects to involve community partners, agencies and the wider community, making use of skills, resources and expertise

Increased joint ventures across our community of schools

Alternative learning and wellbeing programs established through community agencies leadership (TSDC, Hub, Benevolent Soc, Armajun)

Rural and Remote Careers Initiative lead by THS careers adviser undertaken across community of schools

Evaluation	Funds Expended (Resources)
Increased presence and active participation by community in a wide and varied range of events and occasions Feedback from guests, including through TTFM survey Camp/ Activity days participation rates Stage 3 student participation rates	R Koch S Thompson, P&C H Clothier Exec and Year Advisers

Process 2: **Focus on improved communication**

Effective and efficient methods of open communication used regularly to keep stakeholders informed and actively involved in education and wellbeing initiatives

Evaluation	Funds Expended (Resources)
Feedback received from students and their parents/carers, including through TTFM surveys Effective use of Facebook, SMS, signage and other methods to inform and engage community Flow of community members into the school	Teachers, Leanne Grogan, Lee–Anne Butler

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	N/A **Funding Sources:** • Support for beginning teachers ($0.00)	N/A
Aboriginal background loading	Employment of part time School Wellbeing adviser and assistance dog **Funding Sources:** • Aboriginal background loading ($22 879.00)	Tell Them from Me data indicates an increased sense of belonging and advocacy in ATSI students as well as attendance in all year levels.
Low level adjustment for disability	Employment of full time Learning and Support Teacher (LaST) and SLSO staff **Funding Sources:** • Low level adjustment for disability ($148 469.00)	High number of students attaining minimum standards at early attempts, improved HSC results including less Band 1 and 2 results, attendance across all year levels lifted to near, at or above state average. Engagement heightened as evidenced by positive Sentral entries and qualitative data from class teachers.
Socio–economic background	Employment of special projects officer and student support officer/youth outreach worker Excursion subsidy (cost of bus and driver for long distances) Class set of laptop computers transportable across the school **Funding Sources:** • Socio–economic background ($187 936.00)	Increased numbers of students aiming for careers beyond the known; making industry and educational connections for future destinations Wellbeing issues addressed and dealt with expediently, sense of belonging and advocacy increased in student body, including in previously less engaged stage 5 students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	116	117	119	105
Girls	140	145	145	136

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	89.6	88.8	92.2	91
8	88	87.6	89	89.2
9	83.2	84.4	86.1	85.8
10	82.5	84.7	81.7	86.7
11	84.2	80.5	82.9	91.2
12	84	84.3	91.7	92.4
All Years	85.4	85.1	87.2	89.2
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	0	0	8
Employment	25	64	50
TAFE entry	25	27	4
University Entry	0	0	33
Other	0	0	5
Unknown	50	9	0

Year 12 students undertaking vocational or trade training

71.88% of Year 12 students at Tenterfield High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of all Year 12 students at Tenterfield 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)	5
Classroom Teacher(s)	18.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.18
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	501,111
Revenue	5,053,605
Appropriation	4,928,190
Sale of Goods and Services	58,783
Grants and contributions	60,227
Investment income	2,274
Other revenue	4,132
Expenses	-5,123,429
Employee related	-4,325,684
Operating expenses	-797,745
Surplus / deficit for the year	-69,824

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	421,909
Equity Total	359,283
Equity - Aboriginal	22,879
Equity - Socio-economic	187,936
Equity - Language	0
Equity - Disability	148,469
Base Total	3,702,359
Base - Per Capita	63,869
Base - Location	101,946
Base - Other	3,536,545
Other Total	313,583
Grand Total	4,797,135

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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.
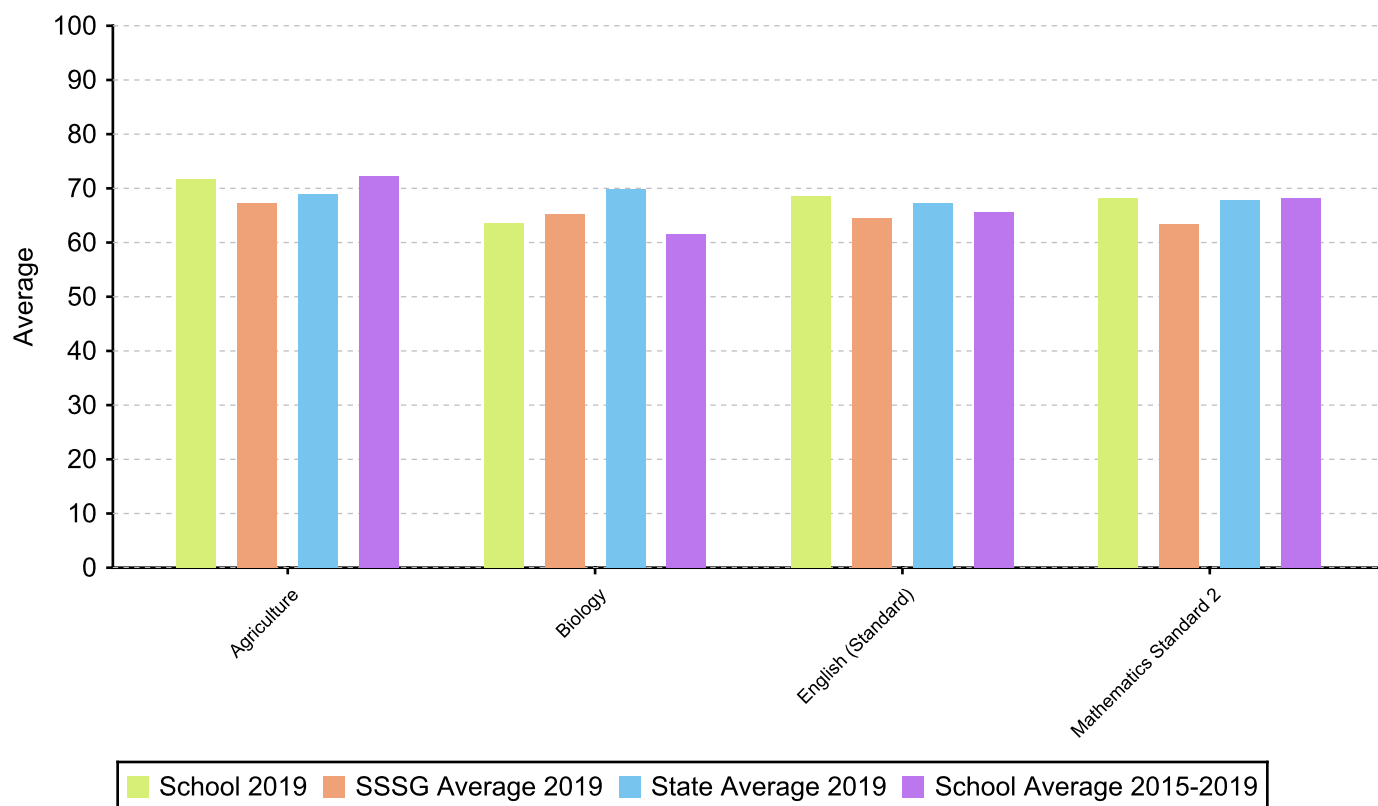
Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	71.7	67.3	69.0	72.3
Biology	63.6	65.2	69.9	61.6
English (Standard)	68.5	64.5	67.3	65.5
Mathematics Standard 2	68.2	63.4	67.7	68.2

Parent/caregiver, student, teacher satisfaction

In 2019 the school again participated in the *Tell
Them From Me* student, parent and teacher surveys. It also sought the views of participants in school activities and
events.

Twelve parents participated in
this second survey, with results often not able to be analysed due to small
numbers of respondents. The school has identified a need to work to increase
the number and diversity of parent participation in the survey and also to look
for other relevant data such as engagement and comments with/on social media
and short evaluations at special events and activities.

Teacher responses reflected state
norms. This year that included both those teachers with 5 years or less
teaching experience as well as those with 6 or greater years experience.
Teacher support for students using technology was consistently above state norms.
This greater consistency reflects the strong emphasis on support for staff
professional learning and capacity building in planning, programming and
classroom organisation.

Student responses indicated that
school efforts to build and maintain strong positive relationships and personal
resilience were coming to fruition, both from year to year and from survey to survey in a year
characterised as extremely stressful on an individual and community level due
to the impacts of drought and bushfires.

Parent/caregiver, student, teacher satisfaction

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.