

Finley High School

2019 Annual Report



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Introduction

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

Finley High School

Tocumwal St

Finley, 2713

www.finley-h.schools.nsw.edu.au

finley-h.school@det.nsw.edu.au

03 5883 1344

School background

School vision statement

The Finley High School community delivers collaborative and innovative teaching which engages all students in their learning. We foster a sense of belonging and positive wellbeing. Our strong school culture creates an environment which empowers students to become life-long learners who embrace change, value success and are confident to meet the challenges of a rapidly changing global society.

School context

Finley High School is a comprehensive high school set in a rural community. It caters for the educational needs of students in four towns: Finley, Tocumwal, Jerilderie, Berrigan and their surrounding areas. It has a tradition of excellence in academics with strong HSC results over many years, as well as outstanding results in a wide range of extra-curricular activities including sport, agriculture, public speaking and debating.

The Parents and Citizen's Association work closely with the principal to improve facilities and opportunities for the students at the school and a local AECG works in partnership with the school to support the continuous development of positive outcomes for indigenous students across the school community.

Student leadership continues to grow with a very active Student Representative Council, supported by the School Leadership Group of Year 12 students, leading initiatives in the school for the student body. Links have been developed with student leaders in our partner schools which will enhance transition opportunities into the high school.

Student wellbeing is a major focus. A School Chaplain and a Student Support Officer work together with a student led STOMP (Student Team on Mental Positivity) to develop the social skills and wellbeing of students at the school through a variety of local and regional initiatives and programs.

Innovative programs in the school including the Homework Centre, the Learning SpACE and IXL, support students to achieve their personal best and develop independent learning skills to equip and encourage them to learn beyond the Finley High School gates.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing

Strategic Direction 1

Wellbeing – Connect, Succeed, Thrive

Purpose

Our shared purpose is to create a nurturing environment which empowers and supports the cognitive, emotional, physical, social and spiritual wellbeing of our whole school community. A focus on wellbeing enhances opportunities for students to connect, succeed and thrive.

Improvement Measures

Improved results for communication and inclusiveness in the parent 'Tell Them From Me' (TTFM) survey.

Improved results for drivers of student outcomes and social-emotional outcomes in the student TTFM survey.

Increased attendance rates across the school

Progress towards achieving improvement measures

Process 1: Professional Learning

Regular opportunities to review data/evidence and strategies to embed school values into all settings.

Evaluation	Funds Expended (Resources)
Professional learning has been an intricate part of the wellbeing team and has been delivered back to staff and students.	Sentral Year level Head Teachers Head Teacher Wellbeing

Process 2: Relationships and Communication

Ensure clear channels of communication are used consistently across the school to strengthen relationships between school and home.

Evaluation	Funds Expended (Resources)
attendance figures have increased due to positive interventions from wellbeing team. Roll Marking procedures need to be review.	Sentral Staff PL with roll marking

Process 3: Wellbeing opportunities

Wellbeing teams will develop a wide range of opportunities and activities for students to develop their individual and collective wellbeing.

Evaluation	Funds Expended (Resources)
Every student is known, valued and cared for. HT wellbeing position will continue to be funded during 2020.	Staffing Ht Wellbeing SSO position Sentral

Strategic Direction 2

Leading a culture of successful learning

Purpose

Our shared purpose is to create effective leaders who will foster a culture of growth and success, underpinned by high expectations. Dynamic leadership across the school will empower, challenge and inspire resilient life-long learners who are equipped to meet the challenges of our rapidly changing world.

Improvement Measures

Improved results in student engagement and student interest and motivation in TTFM surveys.

An increase in the number of students and staff taking on leadership opportunities.

Progress towards achieving improvement measures

Process 1: Explicit policies and procedures

Develop and review clearly defined role statements, policies and procedures to strengthen our quality learning culture.

Evaluation	Funds Expended (Resources)
All documents uploaded	Time / Para Professional

Process 2: Dynamic Leadership

Provide distributed leadership opportunities and supports to up-skill and recognise/target strengths, facilitating leadership growth in staff and students.

Evaluation	Funds Expended (Resources)
Succession planning in areas such as SAM, eBOS entries, teacher accreditation, welfare. New leadership roles created?	Time, Money, targeted PL

Process 3: High Expectations

Teacher leaders draw on research and local data to inform the development of high impact teaching and learning practices.

Celebrating success and encouraging positive risk taking in learning and teaching to inspire students and staff to achieve their personal best.

Evaluation	Funds Expended (Resources)
PBL – A survey of students, parents and staff. Review of quick incidents. Peer Observations – staff to have their second-semester observation completed. A culture of high expectations within the student body, engagement in homework centre, edrolo, Ed perfect	Time to create a survey and evaluate the results. Time to review quick incidents on Sentral to determine if a reduction in negative incidents has occurred. Time for staff to collaborate pre and post-observation and time to conduct the observation. Time to write up the observation report.

Strategic Direction 3

Innovative, collaborative teaching and learning

Purpose

Our shared purpose is to ensure that teaching and learning is innovative, contemporary and evidence based. Passionate and successful educators are supported by a collaborative culture, innovative professional learning and the implementation of quality teaching practices. A focus on literacy and numeracy will underpin teaching and learning in all faculties.

Improvement Measures

Increased percentage of students in the top 3 bands in Year 9 NAPLAN results for numeracy, writing and comprehension.

All teaching and learning programs to incorporate explicit teaching of literacy and numeracy.

Improved results for collaboration and learning culture in the TTFM surveys.

Progress towards achieving improvement measures

Process 1: Research informed pedagogy

Utilise significant research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Need recognised to continue to seek ways to improve literacy and numeracy. Principal met with DEL and discussed "targets". Plans established to implement new strategies during 2020 to target improvements in Literacy and numeracy.	Teacher professional development

Process 2: Collaborative practice

Develop collaborative processes to strengthen the implementation of evidence-based teaching and learning practices.

Evaluation	Funds Expended (Resources)
Continue to develop our differentiation strategies. Specialist district office staff supported differentiation of curriculum during PL in term 1.	Professional Learning

Process 3: Evaluative practice

Strengthen evaluative culture and practice by establishing reflective time throughout the year and providing professional learning on the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
Some groups/faculties have implement strategies to evaluate and measure impact of teaching and or special programs. Professional learning will continue during 2020 with aim to embed culture of improvement.	Professional Development and \$\$\$

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24,349	<ul style="list-style-type: none"> • Personalised Learning Plans refined and developed for all Aboriginal Students. • NAIDOC Week Celebrations incorporated cultural activities for Aboriginal students. • Regular lessons on Aboriginal heritage and culture including local excursions, cooking lessons, sports. • A mentor teacher was able to assist students with assignments and assessments as required.
Low level adjustment for disability	\$57,375	<ul style="list-style-type: none"> • Learning Space was made available two days a week to assist many students, including many senior students during IXL. • Extra support in some classes to assist students with learning and making adjustments for learning. This has resulted in students feeling more comfortable at school and feeling supported.
Socio-economic background	\$171,126	<ul style="list-style-type: none"> • A Student Support Officer is employed 4 days per week to support students and promote a positive school environment. This has resulted in some proactive activities, led by students which acknowledge and demystify mental health issues in the Year 8 to Year 12 cohort. • Assistance with technology by employing a Support Officer to manage hardware and software around the school has allowed students to borrow laptops if they cannot afford their own, knowing that they are charged and ready, 5 days a week, has assisted students with completing their assignments and has increased the opportunity for extension activities. • The school employed a Head Teacher Wellbeing to support students in the school • Assistance with excursions and uniforms as well as supplementing social programs in the school around Bullying, Mental Health and leadership programs has allowed many students to participate in a wide range of activities to develop their social and leadership skills.
Support for beginning teachers	\$36061	<ul style="list-style-type: none"> • Extra teaching time was purchased by employing casuals so that beginning teachers have time to focus on their lesson preparation and discuss issues with their supervisors and mentors. • Teachers were able to access professional learning based on curriculum as well as beginning teacher conferences. • 4 Beginning teachers were supported. Money was returned as one beginning teacher left at the end of Term 1.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	212	196	189	171
Girls	192	176	170	180

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.9	92.4	90.1	90.1
8	87	89	87.4	82.6
9	85.8	86.4	87.9	87.3
10	87.6	86	82.1	86
11	86.4	90.8	84.2	86.5
12	88.1	87.2	88.7	88.7
All Years	87.9	88.6	86.9	86.7
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	5
Employment	5	3.5	29
TAFE entry	2	3.5	10
University Entry	0	0	54
Other	0	0	0
Unknown	9	9	2

Year 12 students undertaking vocational or trade training

27.50% of Year 12 students at Finley High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Finley 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)	7
Classroom Teacher(s)	25.9
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.98
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	648,625
Revenue	6,963,640
Appropriation	6,693,244
Sale of Goods and Services	32,406
Grants and contributions	209,088
Investment income	3,951
Other revenue	24,951
Expenses	-6,764,740
Employee related	-6,003,093
Operating expenses	-761,647
Surplus / deficit for the year	198,900

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	889,048
Equity Total	370,238
Equity - Aboriginal	24,349
Equity - Socio-economic	171,126
Equity - Language	0
Equity - Disability	174,763
Base Total	4,703,579
Base - Per Capita	87,060
Base - Location	36,638
Base - Other	4,579,881
Other Total	355,311
Grand Total	6,318,175

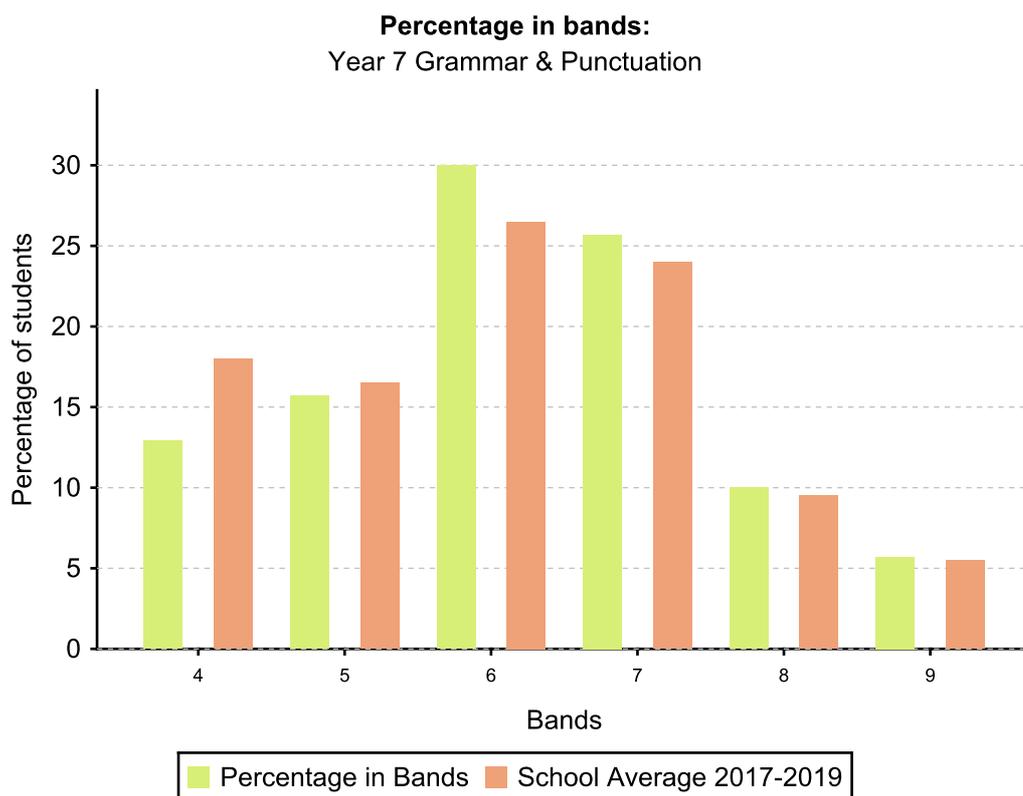
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

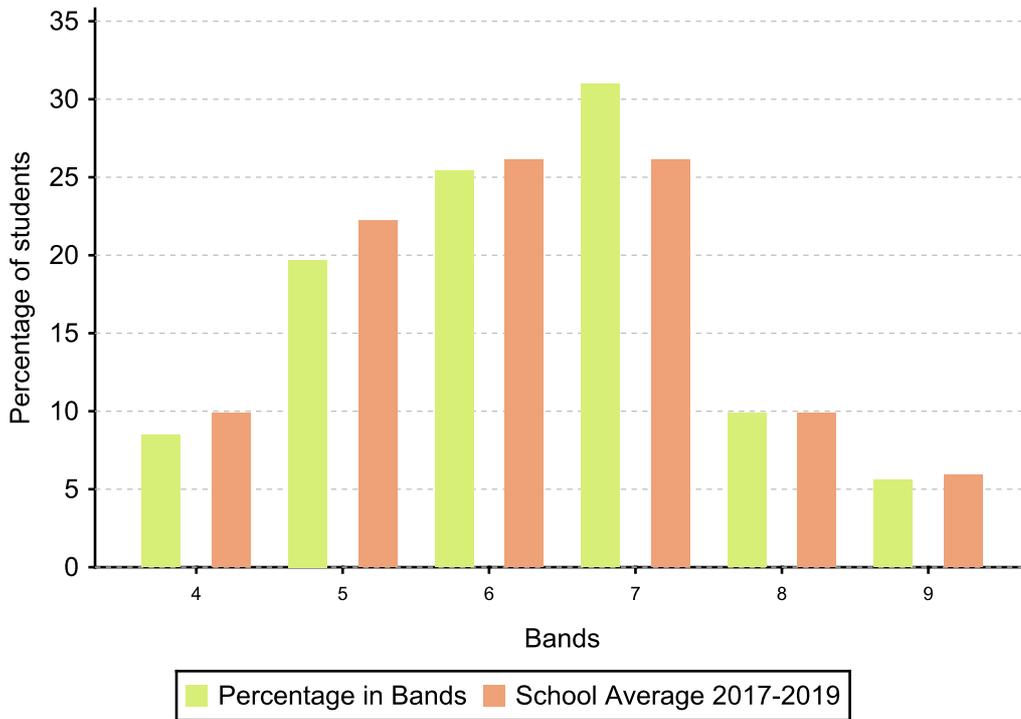
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



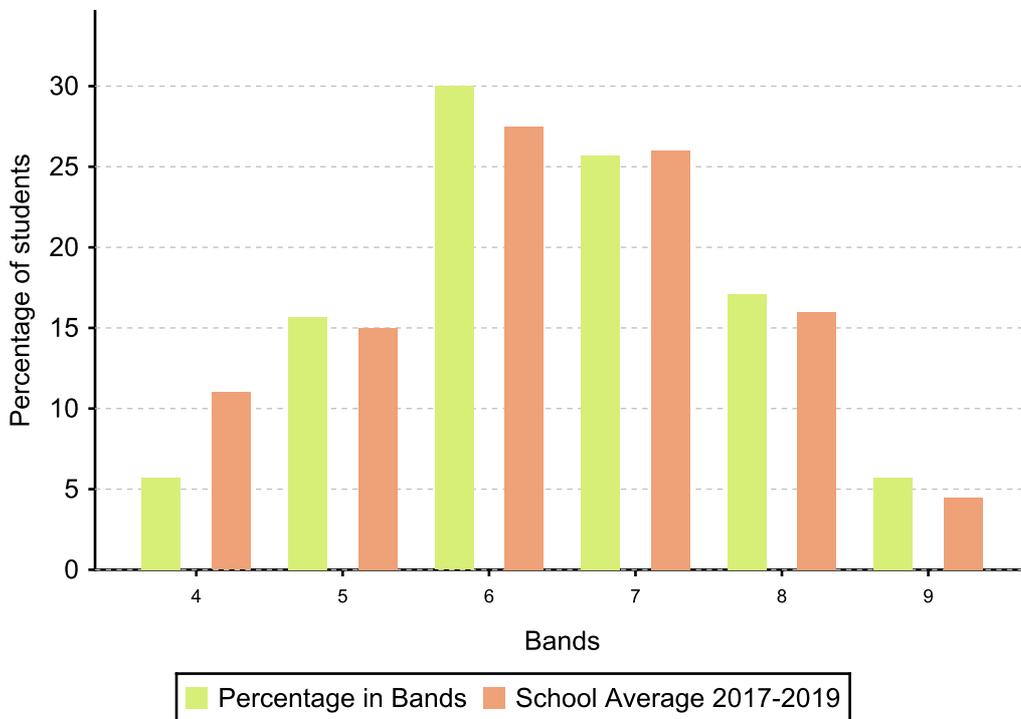
Band	4	5	6	7	8	9
Percentage of students	12.9	15.7	30.0	25.7	10.0	5.7
School avg 2017-2019	18	16.5	26.5	24	9.5	5.5

**Percentage in bands:
Year 7 Reading**



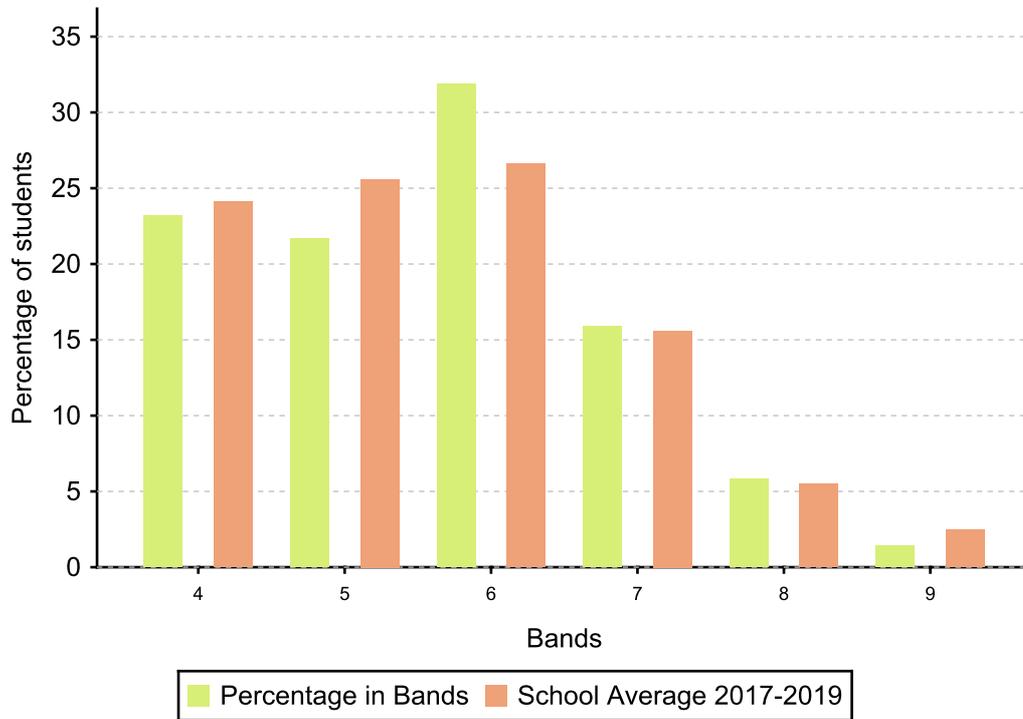
Band	4	5	6	7	8	9
Percentage of students	8.5	19.7	25.4	31.0	9.9	5.6
School avg 2017-2019	9.9	22.2	26.1	26.1	9.9	5.9

**Percentage in bands:
Year 7 Spelling**



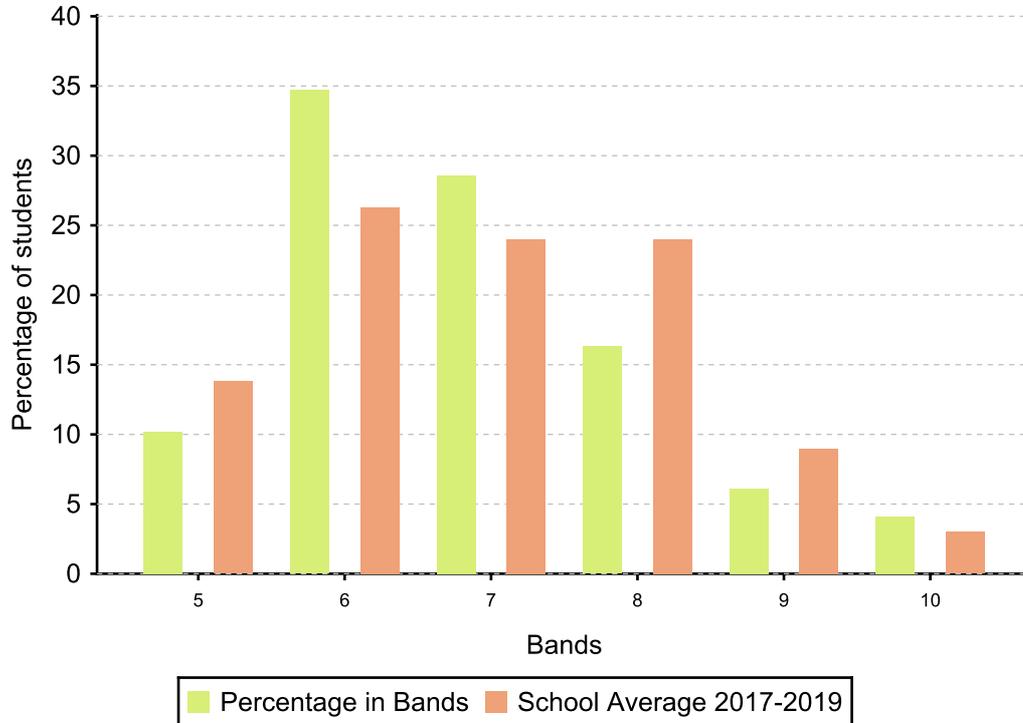
Band	4	5	6	7	8	9
Percentage of students	5.7	15.7	30.0	25.7	17.1	5.7
School avg 2017-2019	11	15	27.5	26	16	4.5

Percentage in bands:
Year 7 Writing



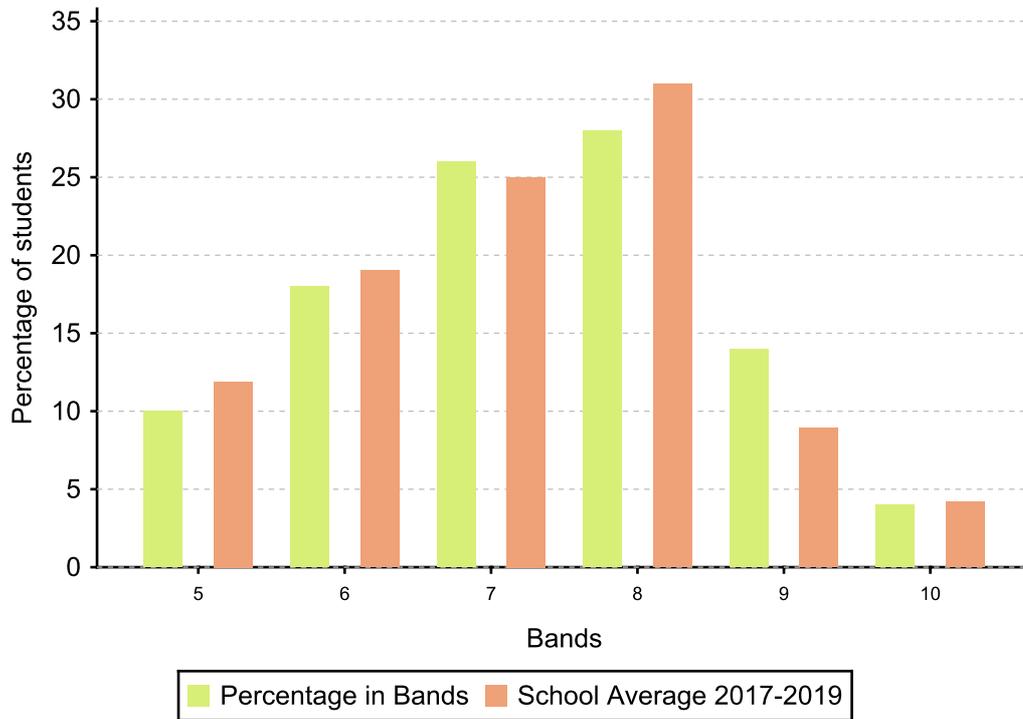
Band	4	5	6	7	8	9
Percentage of students	23.2	21.7	31.9	15.9	5.8	1.4
School avg 2017-2019	24.1	25.6	26.6	15.6	5.5	2.5

Percentage in bands:
Year 9 Grammar & Punctuation



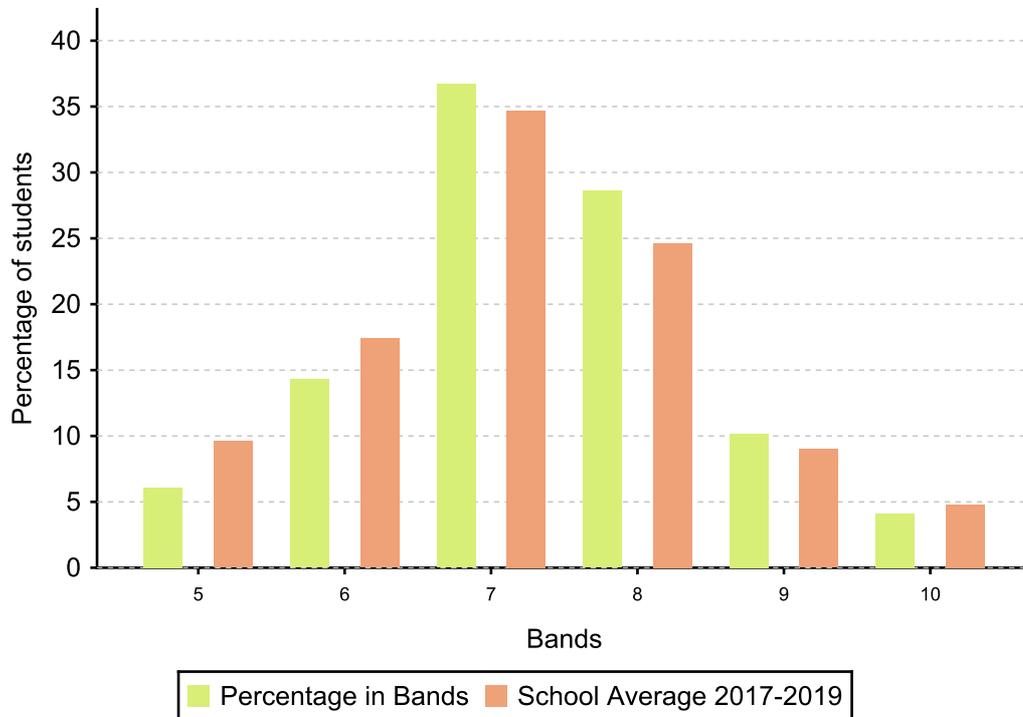
Band	5	6	7	8	9	10
Percentage of students	10.2	34.7	28.6	16.3	6.1	4.1
School avg 2017-2019	13.8	26.3	24	24	9	3

**Percentage in bands:
Year 9 Reading**



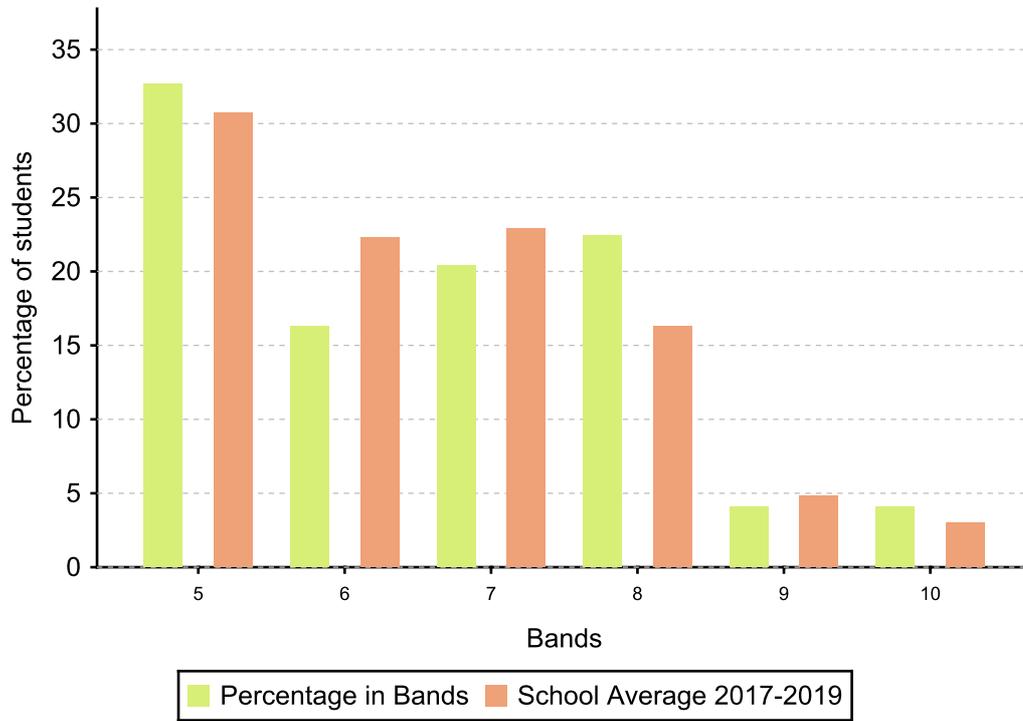
Band	5	6	7	8	9	10
Percentage of students	10.0	18.0	26.0	28.0	14.0	4.0
School avg 2017-2019	11.9	19	25	31	8.9	4.2

**Percentage in bands:
Year 9 Spelling**



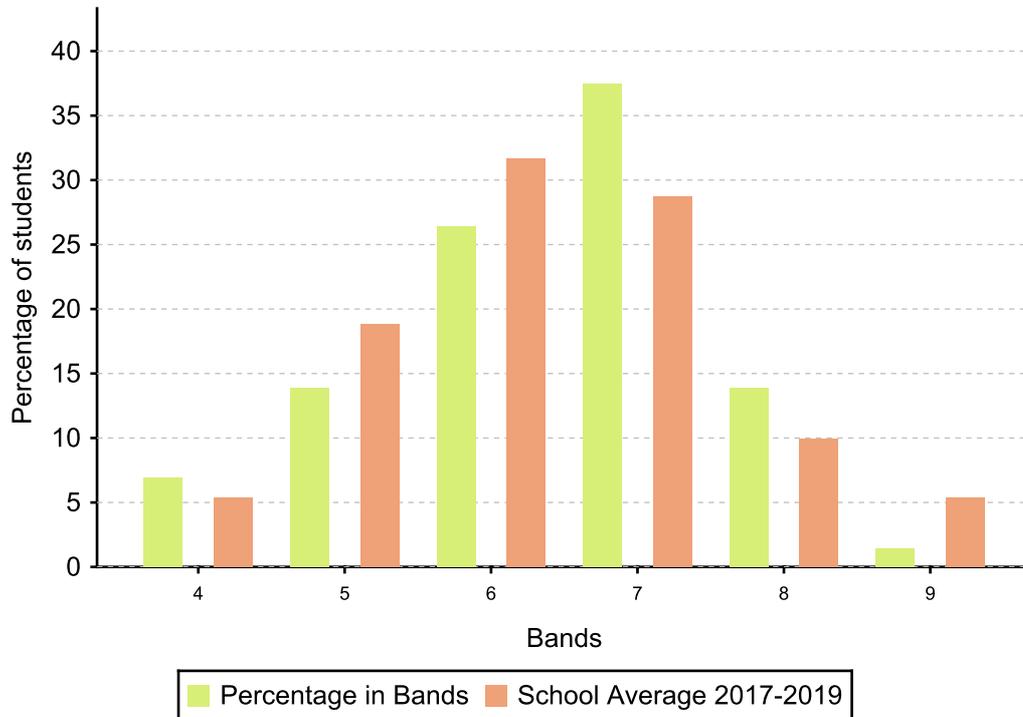
Band	5	6	7	8	9	10
Percentage of students	6.1	14.3	36.7	28.6	10.2	4.1
School avg 2017-2019	9.6	17.4	34.7	24.6	9	4.8

Percentage in bands:
Year 9 Writing



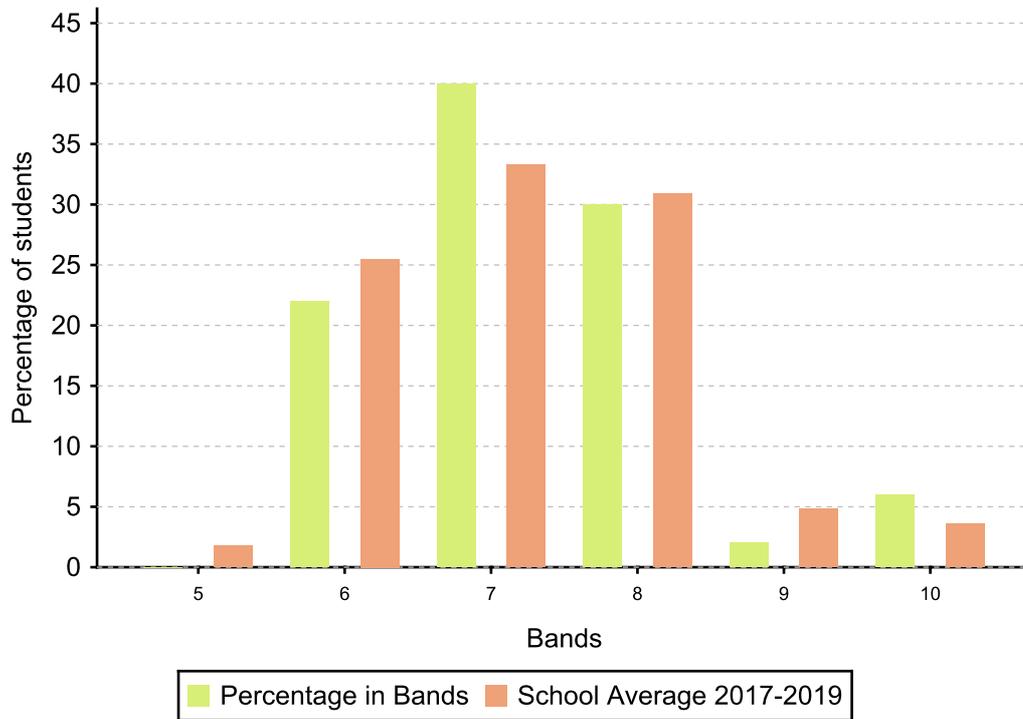
Band	5	6	7	8	9	10
Percentage of students	32.7	16.3	20.4	22.4	4.1	4.1
School avg 2017-2019	30.7	22.3	22.9	16.3	4.8	3

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.9	13.9	26.4	37.5	13.9	1.4
School avg 2017-2019	5.4	18.8	31.7	28.7	9.9	5.4

Percentage in bands:
Year 9 Numeracy

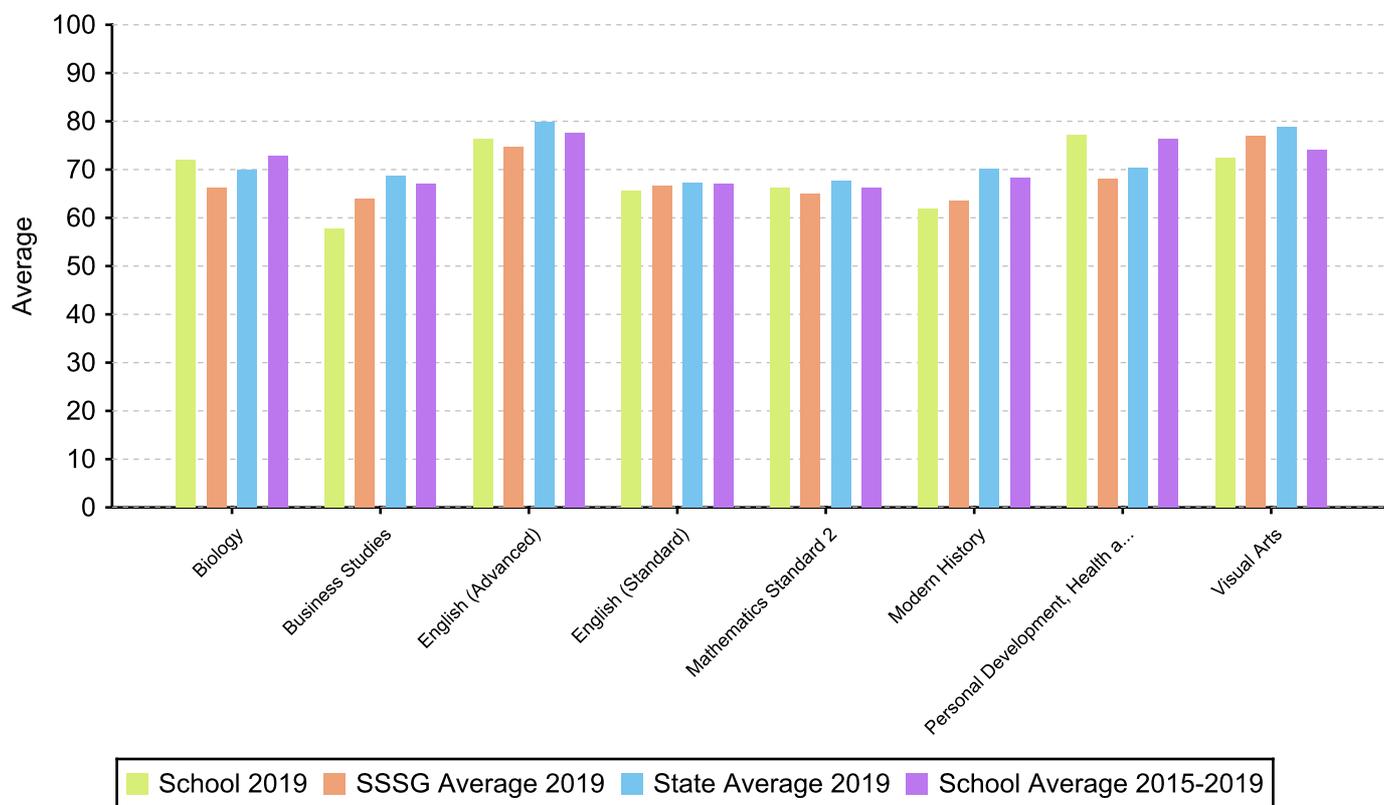


Band	5	6	7	8	9	10
Percentage of students	0.0	22.0	40.0	30.0	2.0	6.0
School avg 2017-2019	1.8	25.5	33.3	30.9	4.8	3.6

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
Biology	72.1	66.3	69.9	72.9
Business Studies	57.8	63.9	68.6	67.2
English (Advanced)	76.4	74.6	80.0	77.6
English (Standard)	65.7	66.6	67.3	67.1
Mathematics Standard 2	66.2	64.9	67.7	66.2
Modern History	61.9	63.5	70.2	68.2
Personal Development, Health and Physical Education	77.1	68.1	70.5	76.3
Visual Arts	72.5	77.1	78.8	74.2

Parent/caregiver, student, teacher satisfaction

In 2019, input from parents was sought on a variety of issues.

The school continued to use Facebook to announce school events and the school website was updated to reflect current events. The latest data found that almost 50% of parents indicated that there was an increase in communication from the school. Whilst the majority of parents found the newsletter to be the most useful way to be informed about what is happening in the school. Three in every four parents surveyed were satisfied with the level of communication from the school. Whilst informal meetings with teachers were highly valued at nearly 100% by parents.

Information was also sought from parents regarding the value of using technology to improve their child's learning. 90% of parents agreed that access to a laptop at school was an important component of their child's learning. This result has ratified the commitment the school is making towards using technology in teaching each and every day.

The schools marketing team have been working to raise the profile of the school in the local community with parents agreeing that the school is more visible.

As a result of parent feedback the school is looking into the use of the Sentral Parent Portal to continue to improve communications.

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.