

2021 Annual Report

Finley High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

Finley High School is committed to the pursuit of excellence. Teachers, parents and the community work together to ensure the school culture is focused on learning, the building of educational aspiration and ongoing improvement. We foster a sense of belonging and positive wellbeing for all, where students are respectful, responsible learners achieving excellence together.

School context

Finley High School is a comprehensive rural high school, catering for the educational needs of students in four towns: Finley, Tocumwal, Jerilderie, Berrigan and their surrounding districts. It is situated on the land of the Yorta Yorta people who are the traditional custodians. The student population of 350 has been slowly decreasing over the last four years as farming becomes more corporate and the last drought and water concerns impact on the Agriculture sector. The school is very supportive of our Aboriginal students; 6% of all students identify as having an Aboriginal background and are supported by an Aboriginal coordinator.

The situational analysis undertaken by the school highlights the strong results achieved by students across a range of external assessments including NAPLAN and the HSC. Post school options have been highly successful with many of our students being accepted into tertiary institutions or post school employment. There will be a focus on professional learning around deep analysis and the use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

We offer a first class Agriculture program which is celebrated throughout Victoria and southern NSW. Sport has always been popular at FHS and we have had many students and teams achieve success at the regional and state level. Our creative and performing arts programs continue to grow and achieve success; our annual MADDD night celebrates individual and group performances.

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 leading initiatives in the school for the student body. Student wellbeing is a major focus, with the school employing a Head Teacher Wellbeing from school funds, as well as a School Chaplain and a Student Support Officer who work together 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 have been implemented to support students to achieve their personal best and develop independent learning skills, including the engagement of a Head Teacher Literacy and Learning from school funds. Whilst we continue to foster and develop strong relationships with our local primary schools, we have 3 Support Unit classes and the students are mainstreamed for all their learning with the support of special education teachers and SLS0's.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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: Student growth and attainment

Purpose

Our shared purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improve effective classroom practice
- Literacy and Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$120,000.00

Professional learning: \$10,330.00

Socio-economic background: \$143,000.00

Summary of progress

Literacy and Numeracy

The focus for 2021 was to improve numeracy and literacy awareness (including vocabulary), change negative dispositions and improve key numeracy skills and enhance staff understanding of how to address literacy in teaching and learning programs across all key learning areas. Staff completed professional learning in whole school meetings, faculty meetings, as small teams and/or as individuals. External assessments and surveys were used to measure impact and allowed the school to identify areas of strength and weakness from both the staff and the students.

Staff also completed professional learning on the Numeracy Progressions, Multiplicative Strategies, Leading Secondary Numeracy and PLAN2. Faculties spent time looking for numeracy opportunities within their syllabuses and are actively working on implementing them in their programming to improve student outcomes. Staff completed professional learning under the direction of the school funded position Head Teacher Literacy and Learning. This focused on vocabulary, cohesion and punctuation/grammar among staff and also within teaching of subject specific areas.

Next year, the school will work with feeder schools to maintain and/or improve numeracy dispositions, ability and engagement as students transition into high school. Over time, the measures and strategies that are being implemented should lead to an increase in the percentage of students within the top 2 bands of numeracy in NAPLAN. In addition, a targeted approach to literacy and numeracy through classes established through consultation with data from Check-In and Best Start for Stage 4 will be developed.

Improve effective classroom practice

In 2021 the focus in this initiative was on improving effective classroom practice through the reintroduction of Quality Teaching Rounds (QTR), using Best Start data to identify targeted students for Macqlit. Time was provided for faculties to plan and implement teaching strategies focusing on identified literacy targets. Surveys were completed at half year intervals for all staff and students on set literacy initiatives, and staff engaged in professional learning.

One group managed to complete one round of QTR; however, this was spread over nearly six months due to staffing constraints and the availability to cover classes. Macqlit was established and was run with varying degrees of success. At some stages, students were reluctant to leave their classes where other students thrived in the smaller environment.

Next year, alternative methods of engagement with Macqlit in Year 7 and 8 will be investigated, to ensure students are not missing their regular classes. Alternate ways of implementing QTR and other professional learning across the school for the whole staff to improve effective classroom practice, will be investigated.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving the top 2 NAPLAN numeracy band by 2%.	NAPLAN scores indicate minimal change in the percentage of students in the top two bands for numeracy.
Increase the proportion of students achieving the top 2 NAPLAN reading band by 2%.	NAPLAN scores indicate an increase in the percentage of students in the top two bands for reading by 4%, indicating achievement of the annual progress measure.
The percentage of HSC course results in the top three bands will increase by 2%.	The percentage of HSC course results in the top three bands has declined.
Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 5%	The percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity increased by 6.25% indicating achievement of the annual progress measure.

Strategic Direction 2: Quality teaching and learning

Purpose

Our shared purpose is to refine teacher practices to ensure there is a consistent, collaborative, whole school approach to student learning, we will undertake evidence based professional learning in curriculum planning and delivery, assessment and feedback to enable quality teaching that addresses the learning needs of all.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based assessment practices
- Collaboration to improve teaching practice

Resources allocated to this strategic direction

Professional learning: \$40,000.00

Summary of progress

Evidence based assessment practices.

In 2021, the focus shifted after External Validation. An area that was identified as an area for improvement was Assessment. Following this, members of the executive team began working with the Principal School Leadership (PSL) to develop a plan to revise how to embed evidence based practice. This team developed a focus for Term 4 and a plan to allocate meeting time and encourage faculties to put this into teaching and learning programs. This was then implemented in Term 4.

The impact varied because of a number of environmental factors influencing the schedule for Term 4. These included COVID restrictions and other school based initiatives that meant this had to be re-evaluated. Most staff complete the CESE Assessment professional learning and spent time discussing this in faculties and beginning to consider the implementation of formative assessment explicitly into teaching and learning programs. Given environmental factors towards the end of 2021 and school planning for 2022, the meeting schedule was adjusted.

Next year, the focus will be to revitalise discussion around school assessment practices and work towards allocating time over the four term period so that faculties are explicitly placing formative assessment into teaching and learning programs.

Collaboration to improve teaching practice

In 2021, Quality Teaching Rounds were begun to encourage teachers throughout the school to collaborate on 'quality teaching' through various faculties in the school. The aim of the program is to facilitate discussion on how to improve teaching practices. Teachers delved into various dimensions of intellectual quality, quality learning environment and significance. These dimensions provided a lens with which teachers were able to view teacher practices in a supportive environment and compare their reflect on their practices. The reflection provided scope for teachers to compare specific elements of teaching between colleagues across classrooms and facilities.

This program has enabled teachers to share practices throughout a range of faculties which anecdotally improved practices.

Next year there will be a continued focus on implementing quality teaching rounds throughout the school to support and encourage collaboration across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students achieving expected growth in NAPLAN	The percentage of students achieving expected growth in numeracy decreased by 10% indicating progress yet to be seen toward the system-

numeracy by 2%.	negotiated target.
Increase in the percentage of students achieving expected growth in NAPLAN reading by 2%.	The percentage of students achieving expected growth in reading decreased by 6% indicating progress yet to be seen toward the system-negotiated target.

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students attending more than 90% of the time will increase by 3%.	The number of students attending 90% of the time or more has decreased by 8%.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School will increase by a 2%.	The proportion of students reporting positive wellbeing outcomes has increased by 1.63% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$182,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Finley High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans were regularly updated and responsive to students' learning needs and ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Aboriginal background</p> <p>\$28,400.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Finley High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: greater support for Aboriginal students and their families engaging in the PLP process and, more importantly, conversations became more authentic. Aboriginal students have indicated that they feel like their culture is valued at school, through organised meetings with the Principal and Aboriginal coordinator.</p> <p>After evaluation, the next steps to support our students with this funding will be: greater focus on the delivery of differentiated and personalised support to Aboriginal students, including workshops and cultural visits.</p>
<p>Location</p>	<p>The location funding allocation is provided to Finley High School to address school needs associated with remoteness and/or isolation.</p>

<p>\$37,916.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: increased opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning to support the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$57,830.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Finley High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Collaboration to improve teaching practice • A positive school culture • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher undertook professional learning in Quality teaching rounds, assessment, literacy and numeracy strategies, HSC strategies and well as other targeted professional learning to teachers specific learning needs. <p>The allocation of this funding has resulted in: the development of teachers practice with a specific focus on literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of explicit teaching and collaboration.</p>
<p>Beginning teacher support</p> <p>\$4,500.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Finley High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted support for our beginning teachers to achieve accreditation. <p>The allocation of this funding has resulted in: all beginning teachers have been supported to develop effective classroom practice and they have been supported to complete their teaching accreditation.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Beginning teacher support</p> <p>\$4,500.00</p>	<p>to continually support, mentor and coach all beginning teachers.</p>
<p>COVID ILSP</p> <p>\$178,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - MacqLit • releasing staff to coordinate the program • providing intensive small group tuition for students in the learning community to support improvement in literacy and numeracy. <p>The allocation of this funding has resulted in: a majority of the students in the program have made significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Socio-economic background</p> <p>\$177,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Finley High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • A positive school culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. • professional development of staff through to support student learning <p>The allocation of this funding has resulted in: an improvement in vocabulary and professional learning across the school. The collection and analysis of data has been a key focus in identifying student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: the implementation of targeted literacy lessons in year 7 and teachers will be provided planning time to support this initiative.</p>
<p>Low level adjustment for disability</p> <p>\$175,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Finley High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$175,000.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Improve effective classroom practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: a new streamlined approach to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	189	171	163	148
Girls	170	180	180	179

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.1	90.1	90.2	88.1
8	87.4	82.6	89.4	85.4
9	87.9	87.3	85.1	82.9
10	82.1	86	86.8	80
11	84.2	86.5	88	82.4
12	88.7	88.7	90.6	85.9
All Years	86.9	86.7	88.2	84.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2	2	3
Employment	4	6	40
TAFE entry	4	6	5
University Entry	0	0	50
Other	0	0	0
Unknown	2	0	2

Year 12 students undertaking vocational or trade training

31.48% of Year 12 students at Finley High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

91.1% of all Year 12 students at Finley High School expected to complete Year 12 in 2021 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)	26.3
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	481,296
Revenue	7,313,807
Appropriation	7,140,145
Sale of Goods and Services	64,084
Grants and contributions	106,560
Investment income	351
Other revenue	2,668
Expenses	-7,287,415
Employee related	-6,479,391
Operating expenses	-808,024
Surplus / deficit for the year	26,392
Closing Balance	507,689

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.

	2021 SBAR Adjustments (\$)
Targeted Total	182,676
Equity Total	413,322
Equity - Aboriginal	28,410
Equity - Socio-economic	206,025
Equity - Language	0
Equity - Disability	178,887
Base Total	5,675,362
Base - Per Capita	87,311
Base - Location	37,916
Base - Other	5,550,134
Other Total	412,990
Grand Total	6,684,350

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School performance - NAPLAN

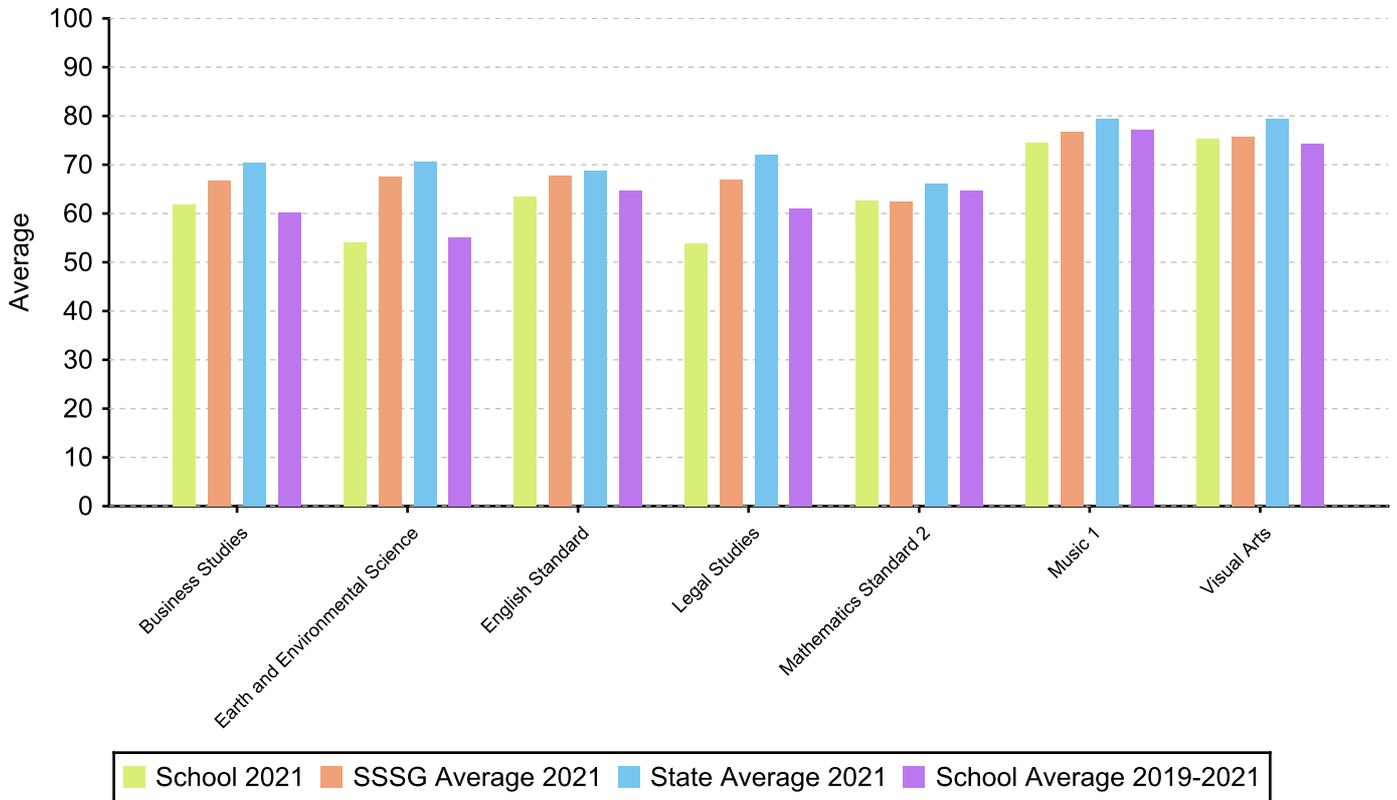
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2021	SSSG	State	School Average 2019-2021
Business Studies	61.9	66.8	70.4	60.2
Earth and Environmental Science	54.1	67.7	70.6	55.0
English Standard	63.4	67.8	68.8	64.8
Legal Studies	53.8	66.9	72.0	61.0
Mathematics Standard 2	62.7	62.4	66.1	64.7
Music 1	74.5	76.7	79.4	77.2
Visual Arts	75.4	75.7	79.4	74.3

Parent/caregiver, student, teacher satisfaction

In 2021, 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 70% of parents indicated that there was an increase in communication from the school. 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. Informal meetings with teachers were highly valued at nearly 100% by parents.

There was an increased use of positive letters being sent home by teachers and the use of postcards to celebrate achievement, merit certificates and PBL rewards was commended by students and staff. The fortnight assembly focus on positivity has also been well received.

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

As a result of parent feedback the school is looking into the use of the Sentral Parent Portal to continue to improve communications. The parent portal has seen an increase in communication with parents; however, there is still a little way to go to get the majority of parents using the portal. School reports have been published via the portal to try and encourage parents to make use of it. Some teachers have utilised the ability to email parents directly from Sentral, which has increased communication level.

In 2021, over 270 students completed the Tell Them From Me survey. This survey allows the school to develop an understanding of the overall wellbeing of the student body. Survey results indicate that there has been a slight improvement since 2020 in students' feelings of advocacy, expectation for success and a sense of belonging since 2020. Results across the board are similar to statistically similar schools groups. In 2022, the school will continue to develop strategies to build students sense of belonging in the school.

During 2021, staff had the opportunity to participate in the People Matters Employment Survey. This survey asks employees about their experience and perceptions of a range of workplace issues and practices. 70% of Finley High School staff participated in this survey. Staff indicated that they work in a caring environment where they can use a variety of skills. Having time to complete their job well and understanding how performance is evaluated have been identified as areas for improvement moving forward.

In 2022, feedback from community stakeholders will continue to be considered and areas for improvement will be addressed as part of Finley High School's continuous improvement journey.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.