

2021 Annual Report

Francis Greenway High School



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Introduction

The Annual Report for 2021 is provided to the community of Francis Greenway 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

At Francis Greenway High School we are committed to partnering with our diverse community, to nurture responsible and successful learners focused on personal growth and academic excellence. Students will exit school having experienced learning that is personalised, captures their individual interests and talents and illustrates growth in their learning with the completion of the HSC, accessing of further education or full time employment.

Francis Greenway High School is committed to the building of leadership across all areas. The provision of staff who are expert in their roles and who have a growth mindset around their own professional development will ensure our school is staffed with a workforce that is at the forefront of educational reform. Our core values of respect, responsibility, cooperation and commitment will drive our strategic improvement plan to achieve the identified targets and create a high expectation culture, where students are known, valued and cared for.

School context

Francis Greenway High School, located in the Hunter Valley, is an inclusive comprehensive secondary school with a Support Unit. The student population continues to grow with a current enrolment of 724 students. 5% of students have a background where English is an additional language or dialect (EAL/D) and 19% identify as having an Aboriginal or Torres Strait Islander background.

The school's staffing entitlement in 2021 is 46 teaching staff and 12 non-teaching staff. The school also employs a Business Manager, Community Liaison Officer, Technology Support Officer, Student Support Officer, Stage 6 Deputy Principal, Deputy Principal Innovation, additional classroom teachers, and a Defence Force Mentor.

The school is proud to have an Aboriginal Elder as a member of staff in addition to an Aboriginal student Learning Support Officer, an Aboriginal Education Officer and two Aboriginal teachers. The school works in collaboration with the Maitland Aboriginal Education Consultative Group in the provision of learning and cultural opportunities for our students. The Pathway Awards are a highly valued celebration of success across our area. The school has a strong connection with Murrook Cultural Centre where the Write it Right program uses cultural experiences to improve writing. The Junior AECG will play a pivotal role in Turning Policy into Action as part of their authentic student voice. They will also provide direction of the partnering with community, business and industry to create education and employment opportunities for young Aboriginal people.

The school values the support of its community. We have fostered strong partnerships with universities, cultural institutions, business and community groups. We aim to deepen the engagement of our community as partners in learning and school decision making. Our Parent and Citizens body is a highly supportive group involved in the decision-making process and the operation of our school canteen. The development of a Memorandum of Understanding with business partners will provide our students with real life learning opportunities.

Students participate in a wide range of learning experiences focusing on reflective learning and feedback in the pursuit of academic improvement and excellence. All students in Stages 4 and 5 engage in the Authentic Assessment program and from Year 8 are able to make elective choices in line with their personal interests and career path. In Stage 4 staff from across all Key Learning Areas meet regularly in teams to discuss student learning progress, map growth in literacy and develop rich tasks. The development of a digital learning portfolio will contribute to each student leaving school with a Graduate Portfolio.

Francis Greenway is a Bring Your Own Device (BYOD) school. The provision of a Promethean board in every classroom and collaborative working spaces enhance the blended learning that occurs across all subjects. Staff are highly trained in the utilisation of technology as a learning tool and embrace new and emerging technology applications to continually improve learning outcomes for students.

Students engage in a variety of extracurricular activities in sport, science, culture, the arts, drama, music and leadership. The student body are represented in decision making processes across the school through both the Student Voice Team and the Junior Aboriginal Consultative Group. A focus will be the implementation of the High Potential and Gifted Education policy. The four domains will have a team of staff who work with students to provide extra curricular opportunities and support them in reaching their full potential.

The school is committed to the provision of opportunities for student personal growth and academic excellence. Our school has strong Wellbeing programs including a designated Learning and Wellbeing period for Years 7-10, Breakfast Club and Community Hub. Explicit and collaborative professional learning ensure all staff are leaders of learning as reflected in effective classroom practice that results in enhanced learning outcomes for students.

Our Career and Transition Team includes a designated Stage 6 deputy principal and a HSC Hub teacher who work as

part of the HSC Hub to provide HSC support and transition from school support. The Vocational Education Pathway is strengthened through the curriculum and the connection to business and TAFE. Many students complete school with partial qualifications as a result of their participation in a school based traineeship or apprenticeship.

There will be a focus on HSC attainment and performance with specific targets identified for Aboriginal students. The employment of a Stage 6 deputy principal and HSC Learning Hub teacher together with a specifically designed HSC Learning Hub provides our students with both a space and individual teacher support during the senior school years.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

All students will demonstrate growth in their learning as a result of evidence informed explicit teaching practices. Formative assessment and effective feedback strategies are integrated into all learning environments. There is a sustained focus on supporting students to achieve their academic potential.

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.

- Individualised Learning
- Evidence Informed Teaching

Resources allocated to this strategic direction

Socio-economic background: \$445,399.00

Aboriginal background: \$54,580.00

English language proficiency: \$8,969.07

Integration funding support: \$234,495.00

Low level adjustment for disability: \$365,265.00

Summary of progress

Individualised Learning

The focus of this initiative in 2021 was on the explicit teaching of literacy and numeracy and the setting of individualised learning goals. The school implemented Team Time, a shortened period, four times per week, during which students set learning goals, participate in literacy and numeracy lessons, and review their attendance and learning progress.

Next year the focus for this initiative will be on improving the understanding of the goal setting process by students and building on the literacy and numeracy lessons.

Evidence Informed Teaching

The focus of this initiative in 2021 was staff undertaking professional learning in the themes of 'What works best' and collaborative practice.

The 'What works best' professional learning model was altered but still delivered in an effective and engaging mode for staff. The school completes one of the eight elements of 'What works best' each term. It was not possible to engage in collaborative practice initiatives due to health and safety restrictions.

Next year the focus for this initiative will be on continuing professional learning in 'What works best' by working through the elements yet to be completed.

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
All staff of Stage 4 are aware of and use the Literacy and Numeracy Progression, and students use them to set individual learning goals.	All staff of Stage 4 plot student achievement on the Literacy and Numeracy Progressions.
Increase the percentage of students achieving expected growth in Numeracy to 63.13% and Reading to 63.18%.	The percentage of students achieving expected growth in Numeracy has decreased by 24.46% and in Reading has decreased by 18.39%

Increase the percentage of students achieving Top 2 Bands in Numeracy to 8.56% and Reading to 8.75%	The percentage of students achieving Top 2 Bands in Numeracy has decreased by 1.41% and in Reading has increased to 9.35%.
Increase the percentage of students achieving results in the Top 2 HSC Bands to 10.52% and Top 3 HSC Bands 37.37%	The percentage of students achieving in the Top 2 HSC Bands has increased to 12.56% and in Top 3 HSC Bands has increased to 37.37%, indicating achievement of the annual progress measure.
Increase in the number of aboriginal students attaining the HSC whilst maintaining their cultural identity.	In 2021, 5 Aboriginal students attained their HSC. This is within the range of students who have completed the HSC previously.
HSC results for Aboriginal students are equivalent to the progress and achievement of all students in the school.	Aboriginal students completing the HSC demonstrated equivalent growth to non-Aboriginal students.

Strategic Direction 2: Effective Partnerships

Purpose

Through effective partnerships we will build a community that takes collective responsibility for nurturing independent, confident and aspirational students who enter society as active and informed citizens.

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.

- Co-Constructed Education - Future Pathways
- Co-Constructed Education - Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$100,781.00

Flexible Funding for Wellbeing Services: \$19,168.80

Professional learning: \$8,000.00

Aboriginal background: \$50,398.14

Summary of progress

Co-Constructed Education - Future Pathways

The focus of this initiative in 2021 was to provide mentoring and individualised learning programs for students as they transition from Stage 5 to Stage 6 and post-school pathways.

Much of this work was delayed until 2022.

Next year the focus for this initiative will be on further developing our careers and transition procedures by engaging in the departments Educational Pathways Program.

Co-Constructed Education - Partnerships

The focus of this initiative in 2021 was improving attendance through an Attendance Action Plan and establishing new and further developing existing partnerships with community, business and educational organisations.

The Attendance Action Plan was developed with the support of our Home School Liaison Officer and department guided support. The plan is a model of best practice in supporting students to improve and maintain high attendance. The success of the implementation was thwarted by the disruptions to attendance caused by the COVID-19 pandemic.

The school continued to develop our strong relationship with external organisations. We commenced a partnership with the University of Newcastle for students to engage in university led activities that support both school initiatives and the aspiration of students to continue their education beyond school.

Next year the focus for this initiative will be supporting student attendance and continuing to establish and maintain our external organisation partnerships.

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
90% of Year 10 students have created their Graduate Portfolio.	This project was postponed during 2021.
Increase the percentage of students who attend school > 90% of the time to be at or above 53%.	In 2021, the percentage of students who attended school > 90% of the time was 39%.

<p>SEF assessment indicates sustaining and growing in the following elements of the Learning Domain -</p> <ul style="list-style-type: none"> • Learning Culture • Wellbeing 	<p>SEF assessment indicates Sustaining and Growing in the following elements of the Learning Domain -</p> <ul style="list-style-type: none"> • Learning Culture • Wellbeing
<p>Authentic partnerships are explored and developed across cultural, academic, and industrial communities that support the future growth of students from FGHS.</p>	<p>This project was postponed during 2021.</p>

Strategic Direction 3: Champions of Learning

Purpose

Through explicit systems of strategic collaboration, innovation and leadership, our expertise and shared passion for learning will drive individual improvement and collective efficacy in teaching and learning.

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.

- Connected & Active Learners
- High Impact Educators

Resources allocated to this strategic direction

Socio-economic background: \$180,713.65

Professional learning: \$43,000.00

Aboriginal background: \$54,480.00

Integration funding support: \$62,970.00

Summary of progress

Connected & Active Learners

The focus of this initiative in 2021 was to create inclusive and collaborative learning environments focused on student centred learning.

The school successfully implemented our Internal Validation program. The Internal Validation procedures seek to provide the respective faculty/program evidence that positions their practice in terms of the School Excellence Framework.

Student centred learning initiatives were limited due to health and safety restrictions.

Next year the focus for this initiative will be on utilising data to support student centred learning.

High Impact Educators

The focus of this initiative in 2021 was to develop the capacity of staff through a professional learning culture focused on individual and team improvement and to develop culturally confident and competent teachers.

The school employed an Aboriginal Education Officer to support our cultural programs. An indication of the success of the development of cultural competency is shown by the school exceeding our targets for the Tell Them From Me Student Survey question: Teachers understand my culture.

Our professional learning culture continued to be highly valued by staff.

Next year the focus of this initiative will be on strengthening the performance and development process for staff and continuing to develop cultural competency of our school community.

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
As a result of a focus on inclusive learning environments and student-centered learning, the Tell Them From Me student survey demonstrates increases in: Positive teacher-student relations from 57% to 60%, and Positive learning climate from 55% to	Tell Them From Me Student Survey demonstrates Positive learning climate at 53%. Positive teacher-student relations was not measured in 2021.

60%	
<p>When our teachers focus on building their capacity and delivering high impact learning experiences, the Tell Them From Me teacher survey will demonstrate increases in: Collaboration from 79% to 81% and Learning Culture from 80% to 82%</p>	<p>Tell Them From Me Teacher Survey demonstrates Collaboration at 76% and Learning Culture at 75%. Noting that opportunities for staff to collaborate and students to focus on learning in 2021 was significantly impacted by health and safety restrictions due to the COVID-19 pandemic.</p>
<p>When our teachers focus on building their capacity and delivering high impact learning experiences, our School's Excellence Self-assessment Survey will show: Effective classroom practice remaining at Sustaining and Growing, and Learning and development advancing from Sustaining and Growing to Excelling.</p>	<p>The School's Excellence Self-assessment Survey demonstrated Effective classroom practice remained at Sustaining and Growing, and Learning and development advanced from Sustaining and Growing to Excelling.</p>
<p>In the Tell them from Me Survey, the proportion of students reporting Advocacy at school improves from 46.45% to 49.15%, Expectations for Success improves from 69.4% to 72.09%, and Sense of Belonging improves from 46.31% to 49.01%.</p>	<p>The proportion of students reporting Advocacy at school decreased by 5.53%, Expectations of Success has decreased by 9.48% and Sense of Belonging has decreased by 8.67%.</p>
<p>The number of students responding that they agree or strongly agree to the 'Teachers Understand Culture' question in the Tell Them From Me Student Survey will increase from a baseline of 30% to 35%.</p>	<p>Tell Them From Me Student Survey demonstrated the number of students responding that they agree or strongly agree with 'Teachers Understand Culture' increased to 42%.</p>
<p>As a result of a focus on building teacher capacity, the Tell Them From Me Staff Survey will indicate growth from a baseline of 72% to 75% in the Leadership Section.</p>	<p>Tell Them From Me Staff Survey indicated that Leadership remained steady at 71%. Noting, that School leaders have taken the time to observe my teaching, at 66%, was impacted as observations were limited in 2021 due to the COVID-19 pandemic.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$297,465.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Francis Greenway 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"> • Individualised Learning • High Impact Educators <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: the use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,151,791.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Francis Greenway 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"> • Individualised Learning • Co-Constructed Education - Partnerships • Evidence Informed Teaching • High Impact Educators • Co-Constructed Education - Future Pathways • Connected & Active Learners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in: the provision of support for identified students in the school to achieve their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Through the external validation process, evaluate the provision of services to students to ensure best practice.</p>
<p>Aboriginal background</p> <p>\$159,458.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Francis Greenway 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>Aboriginal background</p> <p>\$159,458.14</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"> • Co-Constructed Education - Partnerships • Individualised Learning • High Impact Educators <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Demonstrated improvement in cultural competency of staff. Sustained improvement in literacy of Aboriginal and Torres Strait Islander students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Establishment of an Aboriginal Learning and Engagement Centre.</p>
<p>English language proficiency</p> <p>\$8,969.07</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Francis Greenway 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"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Successfully supported our EAL/D initiatives and students requiring additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Facilitate additional staff becoming qualified as EAL/D teachers.</p>
<p>Low level adjustment for disability</p> <p>\$365,265.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Francis Greenway 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 including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build

<p>Low level adjustment for disability</p> <p>\$365,265.00</p>	<p>capability in meeting the literacy needs of identified students</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention speech pathology program to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: The school continues to show strong growth in student attainment, as evidenced by excellent Higher School Certificate results. The speech pathology program evaluation demonstrated the value in providing targeted students with this much needed intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue school based programs. Expand the speech pathology program to assess Year 6 students who are transitioning to Francis Greenway High School.</p>
<p>Professional learning</p> <p>\$93,700.00</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 Francis Greenway 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"> • Co-Constructed Education - Partnerships • High Impact Educators • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • support staff to engage in the department's HSC professional learning program <p>The allocation of this funding has resulted in: Staff engaging in the department's HSC Professional Learning program in all courses offered. Staff further developed their capacity to teach literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Expand the development of staff capacity to teach numeracy using the same model of professional learning that was successful with literacy. Ensure staff engage in the department's HSC Professional Learning program for all courses offered.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Francis Greenway 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"> • Co-Constructed Education - Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for case conferences and developing intervention strategies • staffing release to provide individual transition preparation support to identified students <p>The allocation of this funding has resulted in:</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>Ability of the school to cater for student wellbeing, specifically for students at risk of disengagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the provision of these surveys and develop partnership with external organisations.</p>
<p>COVID ILSP</p> <p>\$491,665.00</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 teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: Support for Higher School Certificate Students was recognised as an element that contributed to the success of those students. Support for Year 8 students through targeted literacy and numeracy small group tuition.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue, where possible within staffing limitations, to provide this program to students. Engage the speech pathologists to provide an intervention program for Year 7 students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	337	357	383	386
Girls	318	326	351	338

Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.4	83.6	89.4	82.3
8	81.5	84.4	85.8	77.3
9	80.7	76.5	88.5	73.9
10	76.9	76.3	83.4	79.4
11	82.1	81.8	81.6	67.7
12	89	89.2	88.2	78.9
All Years	82.5	81.2	86.2	76.7
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	1.8	7.9	19.1
Employment	3.7	17.3	17.6
TAFE entry	1.8	7.9	11.8
University Entry	0	0	29.4
Other	12.8	14.2	1.5
Unknown	0	4.7	20.6

Year 12 students undertaking vocational or trade training

40.58% of Year 12 students at Francis Greenway High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

91.5% of all Year 12 students at Francis Greenway 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)	2
Head Teacher(s)	9
Classroom Teacher(s)	44.7
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.68
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	1,264,973
Revenue	12,395,502
Appropriation	12,334,780
Sale of Goods and Services	8,618
Grants and contributions	47,333
Investment income	259
Other revenue	4,513
Expenses	-12,621,141
Employee related	-11,024,625
Operating expenses	-1,596,516
Surplus / deficit for the year	-225,638
Closing Balance	1,039,335

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	297,465
Equity Total	1,685,383
Equity - Aboriginal	159,358
Equity - Socio-economic	1,151,791
Equity - Language	8,969
Equity - Disability	365,264
Base Total	8,951,106
Base - Per Capita	194,512
Base - Location	0
Base - Other	8,756,595
Other Total	462,442
Grand Total	11,396,396

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

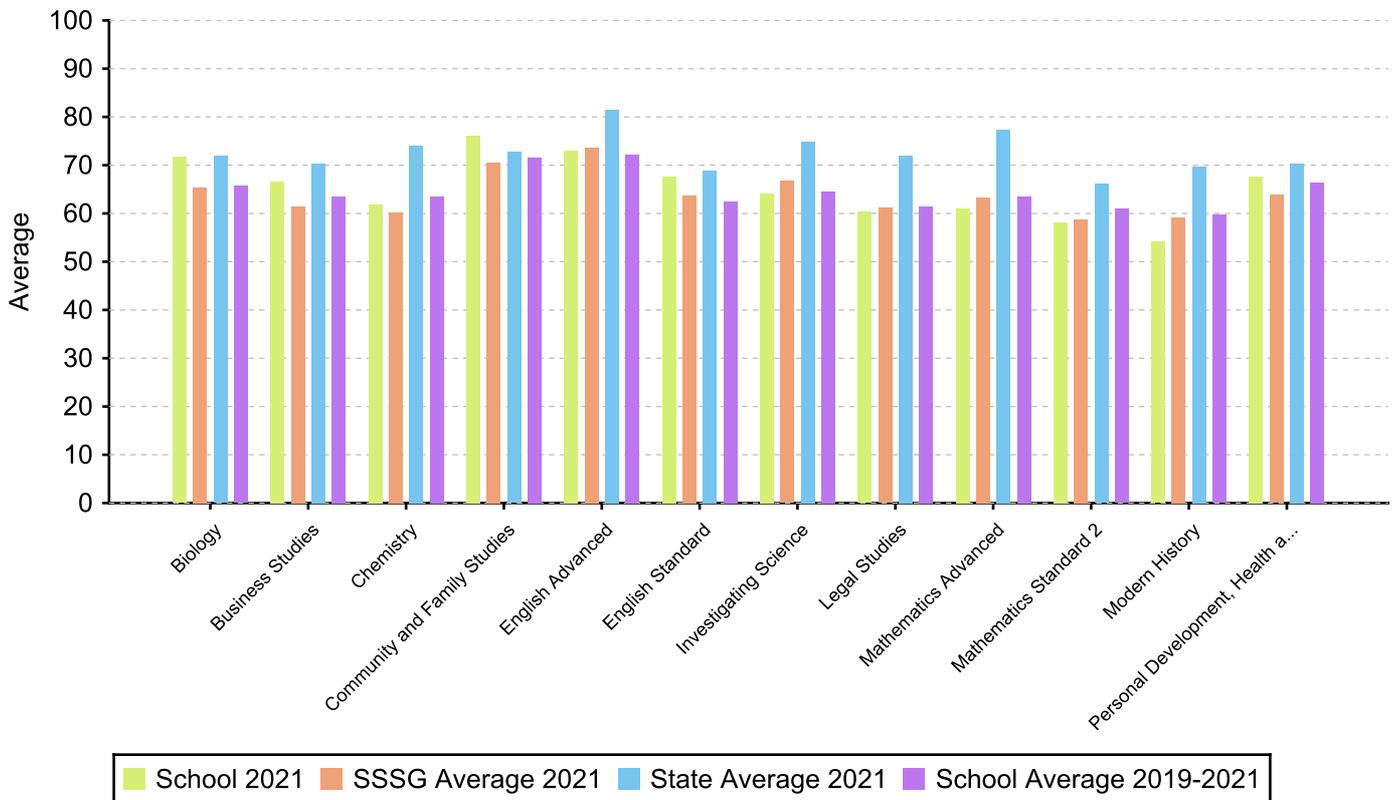
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	71.7	65.3	71.9	65.7
Business Studies	66.6	61.5	70.4	63.5
Chemistry	61.8	60.3	74.1	63.5
Community and Family Studies	76.1	70.5	72.7	71.6
English Advanced	73.1	73.6	81.4	72.2
English Standard	67.6	63.8	68.8	62.6
Investigating Science	64.2	66.7	74.9	64.6
Legal Studies	60.3	61.2	72.0	61.5
Mathematics Advanced	61.0	63.3	77.4	63.5
Mathematics Standard 2	58.2	58.8	66.1	60.9
Modern History	54.1	59.1	69.7	59.7
Personal Development, Health and Physical Education	67.7	63.8	70.3	66.3

Parent/caregiver, student, teacher satisfaction

The school continues to be recognised for its high level of educational service to our community. Student satisfaction, as evidenced in the Tell Them From Me Student Survey and student focus groups remains within historically high satisfaction ranges.

Teacher satisfaction is within the range or above NSW public school norms as shown in the Tell Them From Me Teacher Survey.

Parent/caregiver engagement has been difficult due to health and safety restrictions related to the COVID-19 pandemic. There has been widespread acknowledgement when we have had contact with our parent/caregivers of the school's efforts to support students and our community throughout the year. The school is looking forward to improving our engagement with community through our P&C in 2022.

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.