

2022 Annual Report

Francis Greenway High School



8439

Introduction

The Annual Report for 2022 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.

School contact details

Francis Greenway High School

Lawson Ave

Beresfield, 2322

<https://francisgre-h.schools.nsw.gov.au>

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

4964 1282

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 722 students. 5% of students have a background where English is an additional language or dialect (EAL/D) and 18% identify as having an Aboriginal or Torres Strait Islander background.

The school's staffing entitlement in 2022 is 56 teaching staff and 23 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, Head Teacher Transition and Engagement, 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	2022 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
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: \$175,000.00

Summary of progress

Individualised Learning

The goal of the Teaming program was to use data to inform instructional decisions and to create a culture of shared responsibility for numeracy outcomes among teachers. To do this, teams of teachers worked together to analyse student data and identify strategies to address student needs. They then developed and implemented activities based on their analysis, monitored progress, and adjusted instruction as needed. The data used to inform the Teaming program included assessment data, classroom observations, student feedback and other data-driven evidence. The data was used to inform instructional decisions and to provide feedback to teachers on progress and student needs.

Teams of teachers used the data to identify areas of focus, plan activities and strategies, and track progress. In addition, the initiative sought to build teacher capacity in data-driven decision-making and numeracy instruction. Professional learning sessions were held to share best practices and strategies for using data to inform instruction. Teams of teachers also collaborated to develop and refine activities to target numeracy progression. In 2022, the Teaming program was successful in helping teachers use data to inform instruction and improve student outcomes. The initiative also helped to create a culture of shared responsibility for numeracy outcomes among teachers.

The main barrier for this initiative is low staff data literacy and the need for a consistent pre and post-testing tool. To overcome this, staff will be given adequate training and resources to become more data-savvy and to use a reliable, consistent pre and post-testing tool.

The initiative will continue to focus on the Teaming program, to ensure that students receive the best support and guidance. The Teaming program will continue to target numeracy progressions to ensure that all students have a strong foundation in numeracy skills.

Evidence Informed Practice

The aim of this initiative was to create a culture of collaboration, innovation and continuous improvement in our school. The teachers were supported to build upon the What Works Best Domains and create their own unique approaches to teaching and learning by building upon the research-based evidence. Each teacher engaged in action learning to identify and document their WWB focused innovations. The teachers then shared and discussed their innovations with other teachers, providing support and feedback. The initiative was driven by an online learning experience 3 times a term to support the teachers in the implementation of their WWB focused innovations. The aim of this Professional Learning focus was to build capacity, share ideas and provide an opportunity for teachers to discuss and reflect on their classroom practice using evidence informed practices. At the end of the initiative, teachers were able to reflect on the impact of their WWB focused innovations and develop a plan for ongoing classroom improvement. The initiative also provided an opportunity for teachers to receive recognition for their innovative practice.

Professional learning opportunities were provided to help staff become proficient in the use of HSC, Check In, NAPLAN and Best Start data. This could included presentations, workshops and online resources to assist staff in understanding how to effectively prepare and deliver learning using these data sources.

Next year the focus for this initiative will be further embedding of teaching and learning practices outlined in the WWB domains of High Expectations, Explicit teaching, Effective Feedback, Assessment, Using Data to Informa Practice, Classroom Management and Wellbeing.

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 percentage of students achieving expected growth in Numeracy to 64.4%.	Student achievement data is unavailable for this progress measure in 2022 due to the cancellation of NAPLAN in 2020.
Increase the percentage of students achieving expected growth in Reading to 64.19%.	Student achievement data is unavailable for this progress measure in 2022 due to the cancellation of NAPLAN in 2020.
Increase the percentage of students achieving Top 2 Bands in Numeracy (from 5.4% to 11.7%).	In 2022, 2.08% of students achieved in the Top 2 Bands in NAPLAN Numeracy.
Increase the percentage of students achieving Top 2 Bands in Reading (from 5.7% to 11.8%).	In 2022, 10.31% of students achieved in the Top 2 Bands in NAPLAN Reading.
Increase the percentage of students achieving results in the Top 2 HSC Bands (from 7.1% to 13.9%).	In 2022, 6.95% of students achieved in the Top 2 HSC Bands.
Increase the percentage of students achieving results in the Top 3 HSC Bands (33.9% to 40.8%).	In 2022, 29.95% of students achieved in the Top 3 HSC Bands.
Increase in the number of aboriginal students attaining the HSC whilst maintaining their cultural identity.	In 2022, 6 students who identify as Aboriginal attained their HSC. This is an increase in students who have completed the HSC previously.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated target.	In 2022, 14% of Year 7 Aboriginal or Torres Strait Islander students and 33% of Year 9 Aboriginal or Torres Strait Islander students achieved in the top 3 bands of NAPLAN Reading.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated target.	In 2022, 7% of Year 7 Aboriginal or Torres Strait Islander students and 14% of Year 9 Aboriginal or Torres Strait Islander students achieved in the top 3 bands of NAPLAN Numeracy

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: \$8,000.00

Summary of progress

Co-Constructed Education - Future Pathways

The focus of this initiative in 2022 was the implementation of the What Works Best (WWB) Professional Learning Program and the development and implementation of the Reach your Potential Program (RYP).

Through the use of What Works Best professional learning modules focused on Wellbeing and Collaboration, staff have developed the capacity to strengthen their collective efficacy for student learning and success which is now being used in classrooms.

The Reach Your Potential (RYP) program has provided mentoring opportunities that focus on individualised learning pathways and career planning. To facilitate this transformation, the RYP program developed an environment that supports and encourages mentorship, while providing guidance on how to best navigate the individualised learning pathways and career planning. Every Stage 6 student participated in this program in a timetabled period every week.

A decision was made to place the Learner Profile on a hold until the NSW Education created Digital Passport is released. Next year the focus for this initiative will be the exploration and implementation of the Digital Passport and further development of the Reach Your Potential Program.

Co-Constructed Education - Partnerships

This initiative aimed to create an equitable, efficient and effective attendance policy, and to foster a culture of success and excellence for students, staff, and families within the school community. It also aimed to provide support and resources to help students reach their fullest academic potential.

Despite the challenges posed by the COVID-19 pandemic, local industry connections have been forged through determination and creativity. However, connecting with universities has been difficult due to reorganization of staffing and limited availability of programs and opportunities for students.

We will also continue to foster relationships between students, cultural groups, universities and employers to help them gain valuable experience and develop their skills. We will create opportunities for students to have meaningful interactions with industry professionals, as well as providing professional development resources and guidance to help them succeed in their chosen career.

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 and 11 students have created their Graduate Portfolio.	Due to the development of a system-wide Graduate Profile, this target has been delayed until this occurs. The NSW Education Digital Passport will become the platform used when released.
Increase the percentage of students who attend school > 90% of the time by 16% or greater.	In 2022, 21.6% of students attended school more than 90% of the time. Student attendance was significantly impacted by the COVID-19 pandemic. The school has worked with department support to develop an improvement plan for student attendance in 2023.
SEF Self-assessment indicates maintenance at a level of sustaining and growing in the following elements of the Learning Domain: <ul style="list-style-type: none"> • Learning Culture • Wellbeing 	The Learning Domain element of Learning Culture was maintained at sustaining and growing and Wellbeing moved to excelling. This indicates that the school is continuing to grow and develop in its learning culture, and excelling in student wellbeing initiatives.
Authentic partnerships are evident across cultural, academic, and industrial communities that support the future growth of students from FGHS.	Current partnerships include: <ul style="list-style-type: none"> • Cultural: Maitland Local AECG, Murrook Cultural Centre, employment of Community Liaison Officer. • Academic: Newcastle University, Charles Sturt University. • Industrial: The Careers and Transition Team has created strong relationships with many local industries and businesses. This supports student work experience and apprenticeship programs. The Careers and Transition Team held a successful Alumni and Business Partner extended morning tea function.

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: \$62,878.00

Summary of progress

Connected & Active Learners

The Teaming program focuses on collaboration and problem-solving among educators, to create a positive learning environment. The Trauma Informed Practice professional learning program provides educators with the skills and resources to better understand and meet the needs of students who have experienced trauma. Stage 6 professional learning focuses on professional development and support for teachers, including strategies to engage and motivate students and to build a positive learning environment. All of these programs provide evidence-based practices to support teachers in creating an effective and engaging educational environment.

Providing high-quality, evidence-based professional learning opportunities from NSW Education enabled teachers at the school to learn and implement new strategies in their own teaching and learning spaces. However, the limited availability of casual teachers impacted their ability to attend.

Employment of our Aboriginal Education team supports the cultural growth of all students and teachers in the school.

Next year the focus for this initiative will continue to focus on student-centred learning strategies to support the distinct learning needs, aspirations and cultural backgrounds of individual students and groups of students.

High Impact Educators

The focus of this initiative in 2022 was the delivery of the What Works Best Professional Learning series, and this has now covered all 8 elements of the What Works Best frameworks. The development of a coaching program that supports early career teachers has begun and will continue to develop in 2023. Attendance at Connecting to Country and participation in a variety of partnerships with our local AECG, staff are building cultural confidence.

As a result of change in school staff and a leader of the program, there was a need for the removal of Challenging Learning program from the school improvement plan

Next year the focus for this initiative will continue to be on cultural competence and confidence and an ongoing focus on professional learning that is timely, aligned with Professional Development Program goals and identified student needs.

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 learning climate	Positive learning climate is 51% which is 5% lower than the state norm of 56%.

from 54% to 60%	
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 76% to 80% and Learning Culture from 75% to 78%	Collaboration increased from 76% to 77%, below anticipated growth and one percentage point below state norm. Learning Culture increased from 75% to 80%, above anticipated growth and equal with state norm.
When our teachers focus on building their capacity and delivering high impact learning experiences, our School's Excellence Self-assessment Survey will show an improvement in the elements of: Effective classroom practice remaining at Sustaining and Growing, and Learning and development advancing from Sustaining and Growing to Excelling	The School's Excellence Self-assessment Survey has shown Effective classroom practice remains at Sustaining and Growing and Learning and development has advanced to Excelling. The school will implement a supportive structure through an instructional coaching process to improve Effective classroom practice.
In the Tell them from Me Survey, the proportion of students reporting Advocacy at school improves from a 40.92% to 45%, Expectations for Success improves from a baseline of 59.91% to 65%, and Sense of Belonging improves from 37.64% to 43%.	Tell Them From Me data shows Advocacy at School improved to 42.97%, Expectations for success improved to 70.11% and Sense of belonging improved to 47.59%.
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 35% to 45%.	The baseline survey showed that 35% of Aboriginal students agreed with the statement that "Teachers Understand Culture". The most recent survey revealed an increase in agreement to 41%.
As a result of a focus on building teacher capacity, the Tell Them From Me Staff Survey will indicate growth from a baseline of 75% to 78% in the Leadership Section.	This data shows that the Leadership Section is currently 3% below the desired growth but still sits at the same mean as the NSW Government Schools. Note, some initiatives for school leadership, such as lesson observations, were not possible due to staffing shortages experienced throughout 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$175,729.00</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"> • 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 staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students identified with moderate to high levels of adjustment were supported to engage in learning in mainstream classes.</p> <p>After evaluation, the next steps to support our students will be: The school will seek to recruit additional Learning and Support Teachers and Student Learning Support Officers to assist students in mainstream classes with that require moderate to high levels of adjustment.</p>
<p>Socio-economic background</p> <p>\$1,233,367.63</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 • Evidence Informed Teaching • Co-Constructed Education - Future Pathways • Connected & Active Learners • High Impact Educators • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through HSC Professional Learning to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services, including excursions • learning space upgrades <p>The allocation of this funding has resulted in the following impact: Throughout the year, all teachers in courses where the department's HSC Professional Learning was offered were able to attend these events, in most cases every term. This allowed for increase knowledge and understanding of high leverage strategies for HSC success. The school was able to upgrade learning spaces with new equipment, particularly in practical areas of hospitality, science, technology and creative and performing arts.</p> <p>After evaluation, the next steps to support our students will be: The school will look to support an instructional coaching model through professional learning, staffing release and higher duties allowances for instructional leaders.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$179,260.41</p>	<p>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>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 • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • establishment of an Aboriginal Learning and Engagement Centre <p>The allocation of this funding has resulted in the following impact: The school was able to establish an Aboriginal Learning and Engagement Centre. Staff working within this centre were primarily used for casual relief as per the guidelines for filling staff shortages caused by the COVID-19 pandemic.</p> <p>After evaluation, the next steps to support our students will be: Enhance community engagement through the establishment of productive partnerships with parents and community to provide greater guidance to the activities of the Aboriginal Learning and Engagement Centre.</p>
<p>English language proficiency</p> <p>\$5,542.05</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: This initiative supported students to increase their English proficiency</p> <p>After evaluation, the next steps to support our students will be: The school will seek to upskill new Learning and Support Teachers in this area</p>
<p>Low level adjustment for disability</p> <p>\$377,054.39</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$377,054.39</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 following impact: Provided much needed support for students with disabilities in mainstream classes to engage in learning</p> <p>After evaluation, the next steps to support our students will be: The school will look to employ a behaviour specialist.</p>
<p>Professional learning</p> <p>\$87,415.98</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provide for all staff to participate in Aboriginal and Torres Strait Islander cultural education programs • Provide opportunities for 20% of staff to participate in Connecting to Country professional learning • Support classroom teachers to engage in HSC professional learning • Provide release for staff to attend professional association conferences <p>The allocation of this funding has resulted in the following impact: All staff were provided the opportunity to attend a cultural immersion day at Murrook Cultural Centre Approximately 20% of staff were able to attend Connecting to Country The school had the highest rate of participation in HSC professional learning from within the Regional North and West school performance directorate.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities for staff to attend Connecting to Country, so that all staff are trained within four years Facilitate staff continuing to attend HSC professional learning Have a core group of school leaders trained in an instructional coaching process.</p>
<p>COVID ILSP</p> <p>\$571,551.00</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 2022.</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 • engagement with a speech pathology company to provide diagnostic services and small group intervention <p>The allocation of this funding has resulted in the following impact: Additional staff employed were primarily used for casual relief in accordance with the guidance on backfilling staff vacancies created by the COVID-19 pandemic</p>

<p>COVID ILSP</p> <p>\$571,551.00</p>	<p>The speech pathology program provided all teachers of Year 7 with diagnostic information to support literacy and numeracy teaching The speech pathology program provided small group tuition, that pre and post testing showed improved student literacy levels</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise the services of speech pathologists to support student learning and provide diagnostic information and guidance to teaching staff.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Student Support Officer provided much needed support for individual students and conducted small group programs, to support student wellbeing <p>The allocation of this funding has resulted in the following impact: The support for students provided invaluable, particularly when dealing with an increase in student wellbeing concerns related to the COVID-19 pandemic and other events</p> <p>After evaluation, the next steps to support our students will be: Employ an additional two Student Support Officers and create a Wellbeing hub to provide a place for students to temporarily receive wellbeing support throughout the school day.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	357	383	386	367
Girls	326	351	338	350

Student attendance profile

School				
Year	2019	2020	2021	2022
7	83.6	89.4	82.3	81.2
8	84.4	85.8	77.3	74.6
9	76.5	88.5	73.9	66.2
10	76.3	83.4	79.4	67.4
11	81.8	81.6	67.7	71.1
12	89.2	88.2	78.9	74.5
All Years	81.2	86.2	76.7	72.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	1.16	7.14
Employment	4.23	15.11	30.35
TAFE entry	1.69	4.65	5.35
University Entry	0	0	21.42
Other	4.23	5.81	8.92
Unknown	1.69	9.3	26.78

Year 12 students undertaking vocational or trade training

37.14% of Year 12 students at Francis Greenway High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

80% of all Year 12 students at Francis Greenway High School expected to complete Year 12 in 2022 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)	44.5
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.68
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	975,165
Revenue	12,863,845
Appropriation	12,754,602
Sale of Goods and Services	12,212
Grants and contributions	93,166
Investment income	2,827
Other revenue	1,038
Expenses	-13,098,291
Employee related	-11,520,607
Operating expenses	-1,577,683
Surplus / deficit for the year	-234,446
Closing Balance	740,719

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.

	2022 SBAR Adjustments (\$)
Targeted Total	175,729
Equity Total	1,795,224
Equity - Aboriginal	179,260
Equity - Socio-economic	1,233,368
Equity - Language	5,542
Equity - Disability	377,054
Base Total	9,283,294
Base - Per Capita	200,739
Base - Location	0
Base - Other	9,082,555
Other Total	570,003
Grand Total	11,824,250

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 2022	SSSG	State	School Average 2020-2022
Biology	61.6	61.1	68.5	65.1
Business Studies	66.9	65.1	71.2	64.5
Community and Family Studies	72.0	69.8	73.2	72.3
English Advanced	69.9	73.6	81.0	72.3
English Standard	61.9	64.4	68.1	63.3
Mathematics Standard 2	60.3	63.6	67.6	58.7
Personal Development, Health and Physical Education	60.9	63.3	67.5	64.6

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 and trending upwards.

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 parents/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 our parents/caregivers and wider community in 2023.

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.