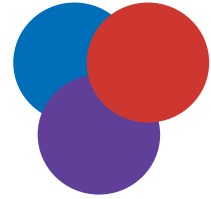


Oak Flats High School Annual Report 2015



2015



8906

Introduction

The Annual Report for 2015 is provided to the community of Oak Flats High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Keiran Spillane
Principal



School contact details:

Oak Flats High School

42-44 The Esplanade

Oak Flats NSW 2529

W <http://www.oakflats-h.schools.nsw.edu.au/>

E oakflats-h.school@det.nsw.edu.au

T 42561888

Message from the Principal

Oak Flats High School (OFHS) is a dynamic comprehensive local high school with a focus on personalised learning, quality teaching, learning and student achievement; academic, cultural, sporting and leadership.

We continue to enjoy strong partnerships with Balarang Public School, Oak Flats Public School, Albion Park Rail Public School and Barrack Heights Public School, working closely together in a collaborative community of schools.

2015 has been a year of innovation and change. We have expanded our curriculum to include a wider variety of engaging and interesting learning, without losing focus on literacy, numeracy, and community involvement. The most notable change in 2015 for our school was the implementation of the Resource Allocation Model (RAM). This change saw increased flexibility in our expenditure and hence the ability to tailor our budget to meet our specific contextual needs. This year we created a Dance Studio near the hall to cater for the increased need in performing arts.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

Oak Flats High School is committed to educating the young people in our school community to maximise potential, improve quality of life, and to prepare our students to be contributing members of our ever-changing society. We acknowledge and encourage development across academic, creative, physical, and technological domains. We value Diversity, Equity and Tolerance. At Oak Flats High School learning happens in a supportive, safe, innovative and engaging environment. Oak Flats High School community members are Respectful, Responsible and Caring.

School context

Oak Flats High School (OFHS) is a fully comprehensive high school of approximately 840 students. It is located in the southern suburbs of the Illawarra Region. Students are drawn from three main primary schools. OFHS has a strong transition program operating with all primary schools. Opportunities for teacher learning and shared learning experience for students are a feature of the relationship. The school has a teaching staff of 66 teachers, including nine head teachers and three deputies. We also have a support staff in excess of 20 including School Learning and Support Staff, Office staff and the general assistant. The students at OFHS come from predominantly low Socio-Economic backgrounds with 45% of our students from the lowest quarter and 82% of our students from the bottom half. OFHS also hosts 6 regional support classes including 4 Autism classes, 1 ED class on site and 1 ED class in the adolescent mental health unit at Shellharbour Hospital.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of ***Excellence in Learning*** our school was able to demonstrate a commitment to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and good conditions for student learning. Our processes, policies and programs identify, monitor and address student learning needs.

The Oak Flats High School PSP Team focused on developing and improving writing skills for students in Years 7-10, implementing TEEL as a whole school consistent approach to writing. In the senior school students were introduced to the ALARM approach to developing quality responses.

Our self-assessment processes and performance data indicates our school is delivering on this domain of the School Excellence Framework.

In the domain of ***Excellence in Teaching*** our school was able to demonstrate teachers who are actively engaged in professional learning, and reflect on their teaching with colleagues on a regular basis. Teachers receive constructive feedback from their peers and school leaders to improve teaching practice. Teachers take pride in developing programs that are meaningful and

engaging for students. There is a particular focus on the development of literacy and numeracy skills across all areas of the curriculum

Early career teachers are supported by an intensive induction program and ongoing mentoring in their first years of teaching. Experienced staff are committed to helping develop the next generation of outstanding public school teachers.

Use of data to inform planning and practice is improving, and will be a focus as our school moves forward.

Our self-assessment processes and performance data indicates our school is delivering on this domain of the School Excellence Framework.

In the domain of ***Excellence in Leading*** our school enjoys the confidence of the local school community that we are providing an outstanding education that meets the needs of all learners. We have built positive relationships with our partner primary schools, and links to educational providers and other services that support the school's programs.

The leadership team of the school is focused on implementation of the 2015-2017 School Plan and is committed to our school vision. We are responsive to community expectations and aspirations.

Our self-assessment processes and performance data indicates our school is delivering on this domain of the School Excellence Framework.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



Strategic Direction 1

Teachers deliver quality teaching and learning

Purpose

The purpose of strategic direction 1 is to ensure that teachers maximise the quality of their teaching to develop happy, engaged and empowered learners. This strategic direction concentrates on developing contemporary teaching practices focusing on educational pedagogy, including the understanding of, and ability to inspire, the 21st century learner.

Overall summary of progress

School initiatives in 2015 included:

- A lesson observation program that involved every staff member observing at least one lesson of a colleague and providing feedback for improvement. Many teachers took the opportunity to engage in up to four cycles of observation and feedback.
- The development and implementation of a comprehensive induction program for newly appointed teachers, including the provision of a mentor for each new teacher.
- Development of a strategic whole-school approach to professional learning based on the identified individual learning needs of all staff.

Progress towards achieving improvement measures		Resources (annual)
100% of teachers engaged in authentic professional development	All staff were actively engaged in a program of professional learning, with survey data indicating 100% of staff were satisfied with the professional learning available to them. All staff completed a minimum number of lesson observation and feedback cycles. All Executive staff participated in intensive professional learning to develop a deep and shared understanding of the Professional Teaching Standards.	\$40000
All new staff engage in induction and mentoring programs.	All newly appointed staff were actively engaged in an intensive induction program, and were provided with a teacher mentor.	\$5000

Next steps

In 2016 we will focus on:

- Development of integrated curriculum units that leverage the home room structure in Stage 4
- Consistent implementation of writing programs in Stage 4 and Stage 5, supported by ongoing professional learning for staff
- Development of a writing project with our partner primary schools, with a view to improving transition from Stage 3 to Stage 4

- Developing a curriculum-based focus to our transition programs.

Strategic Direction 2

The development of a safe and positive learning environment

Purpose

Strategic direction 2 is designed to ensure a positive learning environment. Students are inspired to learn by their surroundings and by their fellow students. This direction is designed to develop in students and staff, a greater sense of pride in our school. A school where Respect, Care and Responsibility underpins all of our activities.

Overall summary of progress

School initiatives in 2015 included:

- Renewal of the Peer Mediation program which included the training of 20 new peer mediators to lead the process. The success of the program is evidenced in the 17% reduction in bullying and harassment incidents requiring referral to a Deputy Principal for resolution.
- The 'Share a Smile' positive behaviour reinforcement by acknowledging students that show a caring attitude toward others. Increased numbers of reward bands were issued in 2015 indicating that more students were conducting themselves in a positive manner around the school.
- The SAME strategy was introduced to ensure fairness and equity when dealing with bullying and harassment. This is reflected in the reduction of bullying and harassment cases as students felt a just outcome had been achieved and thus repeat incidences were reduced.
- A Youth Worker in the school program was introduced, where students at risk were engaged in art based projects, allowing students to make contact with a youth worker in a comfortable environment and seek referral to outside agencies for support.
- Gorgeous Gals program was used to improve self-esteem of young women who had been victims of bullying.
- Learning Centre- implementation and management of a learning centre using SLSO's and LAST time through learning support funding to engage students at risk, particularly those with anxiety and school refusers. Fifty one students were supported in achieving better learning outcomes. Senior students improved their submission rate of assessment leading to a reduced number of N warning letters and students who took part in the program had a 15% increase in attendance.
- Procedures and processes were established to collect student feedback on assessment tasks in Stage 6 to inform the assessment cycle of teachers. Folders that were established in this process have been collected by Deputy Principals and they have observed evidence of the collection of data and reflections conducted by teachers on this data. Evidence from this process demonstrated a willingness to engage with students and offer more engaging tasks.

Progress towards achieving improvement measures

Resources (annual)

Significant reduction in reports of bullying

Sentral records show that there has been a significant reduction of 17% in the reported

\$25,000
These initiatives

	incidents of bullying and harassment across the school from 2014 to 2015.	have been supported by the creation of a third Deputy Principal position within the school.
Significant reduction in risk entries of unsafe or threatening behaviour	Central records show that there has been a reduction in dangerous behaviour of students by 6% 2015.	
Survey reporting that students feel happy, safe and engaged in their learning at school.	Planning and preparation work was undertaken to gain student feedback from a number of settings during 2016. These include the 'Tell Them From Me' survey, focus groups attached to faculty review and a student feedback system for formal assessment tasks.	

Next steps

In 2016 we will:

- Continue a program of Professional Learning for teachers to build resilience across the school, and to update skills in proactive ways to reduce risk of harm to students. This will include the use of the MindMatters program.
- Analysis of data from the 'Tell Them From Me' survey, supported by follow up focus groups. Data will be used to inform teacher and executive discussion of issues, and to develop strategies to respond to issues raised in the survey, particularly reflecting harassment and bullying.
- Explicit classroom lessons through the Positive Behaviour for Learning (PBL) program to be delivered regarding unsafe behaviour and threatening behaviour.
- A review of the revised Learning Support Team structure, procedures and processes.

Strategic Direction 3

A positive learning culture for the whole community

Purpose

The purpose of strategic direction 3 is to ensure that all students, staff and the greater community, work together to create a learning culture that celebrates academic success as well as caters for individuals at all levels of learning. Students come to school to develop and learn.

Overall summary of progress

In 2015, Oak Flats High School had three key aims in the aims:

- To improve the attendance of students in Stages 5 and 6 by 2%;
- To improve NAPLAN results across all years and components;
- To improve student growth in NAPLAN to be equal to or above state average.

The first aim was not achieved as intended. Exemption for students on holidays during school term was not granted in 2015, as it had been in previous years, impacting on this data.

The second aim was partially achieved, with some very significant growth in NAPLAN scores for Reading in Year 7, Grammar and Punctuation and Numeracy in the middle bands. In Year 9, there was less significant growth for students in NAPLAN components overall. Aboriginal students,

however, made significant growth gains in writing and numeracy in Year 9 NAPLAN, due largely to the work of Norta Norta NAPLAN tutors and ongoing strategies from the Write It Right program in previous years.

The third aim achieved limited success in moving average student growth at or above state average. In Year 7 NAPLAN, student growth was well above state average in Grammar and Punctuation and slightly below state average in other components. In Year 9 NAPLAN, expected student growth was above state average in Reading, at state average in Numeracy and below in the other components.

Progress towards achieving improvement measures				Resources (annual)
2% improvement in attendance in stage 5 and stage 6.	Stage 5	2014	2015	\$19,000 Cost of employing an attendance officer for 2 days per week.
	Year 9	89.9	88.7	
	Year 10	89.7	87.4	
	Stage 6	2014	2015	
	Year 11	90.0	89.0	
	Year 12	91.2	89.4	
The improvement measure was not achieved in 2015.				
Improved NAPLAN results across all years and components	<p>Year 7 NAPLAN Reading results show that 96.1% of students were at or above the National Minimum Standard for this component. There was good improvement in moving students from the lower bands to the upper bands. The Individual Reading program in Stage 4 contributes significantly to these results</p> <p>Year 7 NAPLAN Writing results show that 83.5% of students were at or above National Minimum Standard for this component. There was limited improvement in moving students from the lower bands. Percentages in the upper bands show better improvement. Feedback to students from the Writing Team tasks, and practice in NAPLAN-style writing have contributed to upper band improvements.</p> <p>Year 7 NAPLAN Spelling results show that 93% of students were at or above national Minimum Standard for this component. There was limited improvement in moving students from the lower bands and the middle bands. There is improvement in moving students into the higher bands. Both the Individual Reading Program and the Writing Team tasks underlie these improvements.</p>			

Year 7 NAPLAN Grammar and Punctuation results show that 89.9% of students were at or above National Minimum Standard for this component. There was good improvement in moving students from the lower bands into the middle bands, and in moving students into the upper bands. The Writing Team's focus on grammar and punctuation in the first writing task for the year, and the feedback to students from it, continued this improvement.

Year 7 NAPLAN Numeracy results show that 94.4% of students were at or above National Minimum Standard for this component. There was good improvement in moving students into the middle bands but less improvement in moving those students into higher bands. Continued application of teaching and learning strategies from the Improving Literacy and Numeracy National Partnership underlie these improvements.

Year 9 NAPLAN Reading results show that 93.2% of students were at or above National Minimum Standard in this component. Limited improvements were achieved in moving students from the middle to upper bands. Further focus on this component is required to improve student reading outcomes. Year 9 NAPLAN Writing results show 63% of students were at or above National Minimum Standard for this component. A significant percentage of students achieved at the lower band level and there was no real improvement. This component is to become a primary focus for the Writing Team in 2016.

Year 9 NAPLAN Spelling results show 86.3% of students were at or above National Minimum Standard for this component. There was limited improvement in moving students into middle and upper bands.

Year 9 NAPLAN Grammar and Punctuation results show 85.5% of students were at or above National Minimum Standard for this component. There was limited improvement in student achievement, with a majority in the middle bands.

Year 9 NAPLAN Numeracy results show 94.8% of students were at or above National Minimum Standard for this component. Some improvement saw students achieving in the middle bands. Teaching and learning

strategies from the Individual Literacy and Numeracy national Partnership will continue to be strengthened in 2016 to further improve student outcomes in numeracy.

Improvement in student gain in NAPLAN to be equal to or above state average.

Year 7 NAPLAN

Average expected growth for students from Year 5 to Year 7 is 40 points.

Component	School average scaled growth score 2015	State average scaled growth score 2015
Reading	41.4	42.5
Writing	14.1	27.7
Spelling	48.5	50.7
Grammar	47.1	38.4
Numeracy	52.4	53.1

In Reading, 54.5% of students equalled or exceeded expected growth from Year 5.

In Spelling, 54.5% of students equalled or exceeded expected growth from Year 5.

In Grammar and Punctuation, 61% of students equalled or exceeded expected growth from Year 5.

In Numeracy, 59.8% of students equalled or exceeded expected growth from Year 5.

Year 9 NAPLAN

Average expected growth for students from Year 7 to Year 9 is 40 points.

Component	School average scaled growth score 2015	State average scaled growth score 2015
Reading	42.5	38.6
Writing	27.2	35.6
Spelling	16.9	31.7
Grammar	30.3	27.7
Numeracy	47.6	47.6

In Reading, 64.8% of students equalled or exceeded expected growth from Year 7.

In Writing, 59.5% of students equalled or exceeded expected growth from Year 7.

In Numeracy, 58.5% of students equalled or exceeded expected growth from Year 7.

Next steps

The next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented include:

- Writing Team in Year 7 and Year 9 to conduct further student writing tasks in specific subject areas, with extensive feedback provided to both students and their teachers before the NAPLAN tests. Students will also undertake trial NAPLAN testing in term 1, 2016 to supplement this feedback.
- Writing Team will provide additional writing feedback to the top 5% of Year 7 and Year 9 students who are excelling in writing to move their NAPLAN 2016 achievement higher.
- Writing Team will provide additional feedback to lowest 5% of students in Years 7 and 9, with identified individual strategies to support writing developed in consultation with Learning Support Teacher and shared with those students' teachers.
- Writing Team will compare student achievement in NAPLAN with writing task feedback provided, and will assess the impact of the trial NAPLAN feedback on NAPLAN results. Comparison will be made with student academic results and semester report grades.
- Individualised Reading Program to continue in Years 7 and 8
- Further development of teaching and learning strategies from the Individual Literacy and Numeracy national Partnership to support student achievement engagement in Numeracy in Year 9.
- Evaluation of the structure of Year 7 in 2016 through the Tell Them From Me survey tool, involving students, staff and parents, to ensure that every student's learning needs are being met and that students are fully and comfortably engaged with learning in a high school setting.
- Continue to implement the ALARM strategy as a learning tool for students in all Stages.
- Evaluation and revision of the learning support structure in the school to better target those students with specific learning support needs and ensure they are engaged insignificant learning.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)																		
<p>Aboriginal background funding Aboriginal Equity flexible funding = \$43,818.</p> <p>Norta Norta Learning Assistance (NAPLAN) = \$9,584.</p>	<p>Employment of an Aboriginal Community Liaison Officer on a permanent basis to manage in class tutoring program, liaise with Aboriginal parents and carers and engage the local Aboriginal community in the education of Aboriginal students.</p> <p>Year 9 NAPLAN</p> <p>Support and mentoring in class with a tutor for Aboriginal background NAPLAN students through a structured timetable to meet individual student needs.</p> <table border="1"> <thead> <tr> <th>Component</th> <th>School average scaled growth score 2015</th> <th>State average scaled growth score 2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34.6</td> <td>35.6</td> </tr> <tr> <td>Writing</td> <td>44.1</td> <td>7.4</td> </tr> <tr> <td>Spelling</td> <td>-0.4</td> <td>24.9</td> </tr> <tr> <td>Grammar</td> <td>2.0</td> <td>31.5</td> </tr> <tr> <td>Numeracy</td> <td>56.6</td> <td>47.3</td> </tr> </tbody> </table>	Component	School average scaled growth score 2015	State average scaled growth score 2015	Reading	34.6	35.6	Writing	44.1	7.4	Spelling	-0.4	24.9	Grammar	2.0	31.5	Numeracy	56.6	47.3	<p>\$43,818 expended</p> <p>\$9,584 expended plus additional \$4023.</p>
Component	School average scaled growth score 2015	State average scaled growth score 2015																		
Reading	34.6	35.6																		
Writing	44.1	7.4																		
Spelling	-0.4	24.9																		
Grammar	2.0	31.5																		
Numeracy	56.6	47.3																		
<p>Norta Norta Tutorial Assistance = \$32,375.</p>	<p>In class mentoring and tutoring assistance for Aboriginal students studying Preliminary and HSC courses.</p> <p>All targeted Aboriginal students successfully completed the Preliminary and HSC courses.</p>	<p>\$28,838 expended</p>																		
<p>Socio-economic funding \$464,261 available, included \$231,152 for additional 2.3 Socio-economic Equity staff</p> <p>Socio-economic Equity flexible funding = \$233,109.</p>	<p>Process 1 - Explicit Middle School Program: Additional 2.3 staff used to create a specialist teacher team targeting improvement in student writing in Years 7 and 9 through subject based writing tasks, collaborative marking, individualised feedback to students and practising writing for NAPLAN.</p> <p>Process 2 – Creating a niche for all students: Transition to Year 7 team initiatives.</p> <p>Additional teaching staff for specialist movement program through the CAPA enrichment class.</p>	<p>\$231,152 expended.</p> <p>\$11,149</p> <p>\$75,778</p>																		

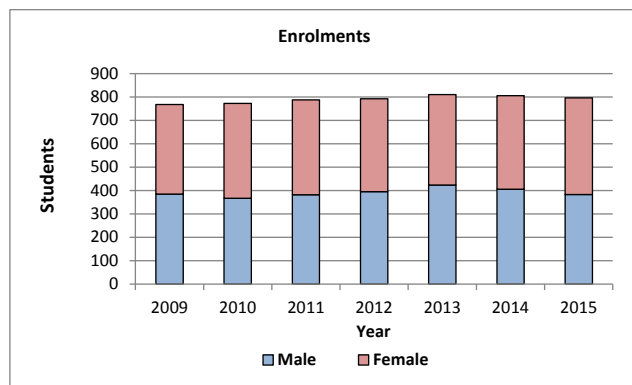
	<p>Process 3 – Improving the learning culture of the school:</p> <p>Other: Student assistance with learning equipment, excursions, food.</p> <p>Capital expenditure, student playground furniture.</p>	<p>\$13,296</p> <p>\$12,000</p>
<p>Low level adjustment for disability funding</p> <p>Learning and Support flexible funding = \$68,122.</p> <p>Targeted funding, Integration Support = \$114,995.</p> <p>Specialist Support Provisions Cash Grants = \$1,800.</p>	<p>Learning support funds were used to relieve a staff member to provide direct learning support for identified students in the school's Learning Support Centre on a withdrawal basis.</p> <p>Support provided by School Learning Support Officers in class for students with high learning support needs meeting the Department of Education threshold.</p>	<p>\$62,435</p> <p>\$80,192</p>
<p>Support for beginning teachers</p> <p>Funding = \$74,432</p>	<p>Support for beginning teachers includes 1 period per fortnight, plus time as needed for relief from class for professional learning towards accreditation</p>	<p>\$3549</p>

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

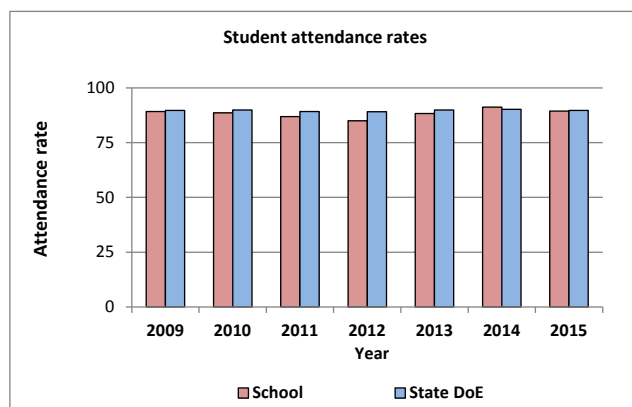
Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	385	367	382	395	424	406	383
Female	383	405	405	397	386	399	413



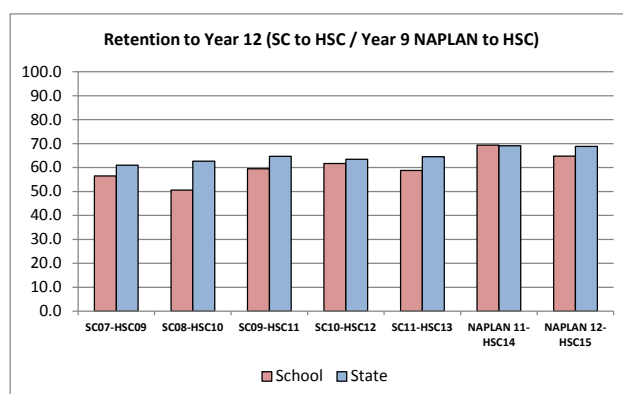
Student attendance profile

	Year	2009	2010	2011	2012	2013	2014	2015
		School						
7	92.2	91.8	91.1	89.5	91.9	95.0	92.2	
8	89.3	90.4	87.4	86.6	88.7	91.4	89.7	
9	87.9	87.0	86.9	84.4	87.6	89.9	88.7	
10	87.0	87.8	84.4	81.8	83.9	89.7	87.4	
11	89.0	85.9	84.4	81.0	89.4	90.0	89.0	
12	89.6	86.5	85.4	87.1	89.3	91.7	89.9	
Total	89.2	88.6	86.9	85.0	88.3	91.2	89.4	
State DoE								
7	92.3	92.6	92.5	92.4	93.2	93.3	92.7	
8	90.0	90.5	90.1	90.1	90.9	91.1	90.6	
9	88.8	89.1	88.8	88.7	89.4	89.7	89.3	
10	88.7	88.3	87.1	87.0	87.7	88.1	87.7	
11	89.4	89.1	87.6	87.6	88.3	88.8	88.2	
12	89.4	89.8	89.2	89.3	90.1	90.3	89.9	
Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7	



Retention to Year 12

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	56.6	50.6	59.5	61.7	58.8	69.4	64.8
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9



In 2015, 81 students, including 3 indigenous students completed Year 12, a decrease of 17 on the previous year. 50% of students chose to follow an Australian Tertiary Assessment Rank (ATAR) pattern of study, enabling them to graduate to university studies post schooling. Although not all of these students wished to pursue a university course. 13 students also successfully completed a TVET course to gain a vocational qualification.

Post-school destinations

The 2015 HSC cohort is now engaged as follows:

- 15 students took up a University placement offer.
- 24 students are in either permanent or casual employment.
- 21 students are studying at TAFE.
- 10 students are enrolled with a private provider for further education.
- 8 students are in a traineeship or apprenticeship.
- 3 students are not currently engaged in further education or employment.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	2	6	9
employment	2	22	30
TAFE entry	0	3	32
university entry	0	0	19
other	0	0	10
unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2015, 13 of the 81 Year 12 students who studied for the HSC, also successfully completed a TVET course to gain a vocational qualification. This accounts for 16% of the cohort.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015, 100% of the 81 students, including 3 indigenous students, successfully attained their HSC.

50% of students chose to follow an Australian Tertiary Assessment Rank (ATAR) pattern of study, enabling them to graduate to university studies post schooling. Although not all of these students wished to pursue a university course.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	50.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	17
Other positions (SLSO AEW)	10
Total	94.1

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Our school employs an Aboriginal Education Worker 5 days per week. We also have an Aboriginal School Liaison Support Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Professional Learning was based around four core principles in 2015. The first was to ensure all staff had access to the regular systemic mandatory professional learning required by all teaching employees of the Department of Education. The following mandatory requirements were met; CPR, ethical decision making, secondary employment, chemical safety, anaphylaxis, asthma, first aid and child protection. The amount of staff development time spent on these activities was 400 hours and the cost to the Professional Learning budget was \$3143.

The second was based on research by Professor Hattie, that the best way staff can improve the quality of their teaching and the most preferred way of learning by teachers is through classroom observations by their peers. The amount of staff development time spent on these activities was 24 hours and the cost to the Professional Learning budget was \$6045. Teacher reflections showed that this was highly valued among staff and has led to observable change in classroom practice.

The other two pillars were based on information in staff Professional Learning Plans, these being improved teacher quality especially through the delivery of high quality differentiated activities and the effective introduction of information technology in the classroom to cater for 21st century learners. The amount of staff development time spent on these activities was 360 hours and the cost to the Professional Learning budget was \$32364. Staff evaluations reflected a high satisfaction rating with the Professional Learning provided observations would confirm that many teachers are now incorporating Google Classroom as one of their preferred platforms entering the BYOD era.

Teacher mentors were established for teachers seeking accreditation at the Proficient level. Regular support meetings were held with these teachers to give guidance around the collection of evidence to meet required standards and the accreditation process. Ten of teachers were seeking accreditation at proficient in 2015 and we are awaiting the outcome to with a 90% success rate. Beginning teachers used \$35490 of the allocated budget. The school has recognized the importance of supporting teachers in their maintenance phase by ensuring a tracking system of professional standards met by Professional Learning with each Focus Area being addressed in a 3 to 5 year cycle. A professional learning community has been established for those staff members that are seeking accreditation at the higher levels of Highly Accomplished and Lead. This will need to develop into the future as opportunities

arise to extend our community beyond the school and access expertise within the Department of Education. Currently five teachers have expressed an interest in pursuing accreditation at a higher level.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	418657.83
Global funds	618310.01
Tied funds	740842.51
School & community sources	220360.81
Interest	13525.88
Trust receipts	26848.75
Canteen	0.00
Total income	2038545.79
Expenditure	
Teaching & learning	
Key learning areas	128415.15
Excursions	89767.41
Extracurricular dissections	75326.34
Library	11572.01
Training & development	5458.16
Tied funds	639395.99
Casual relief teachers	169006.47
Administration & office	162339.58
School-operated canteen	0.00
Utilities	100363.45
Maintenance	113841.06
Trust accounts	26920.89
Capital programs	12661.93
Total expenditure	1535068.44
Balance carried forward	503477.35

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

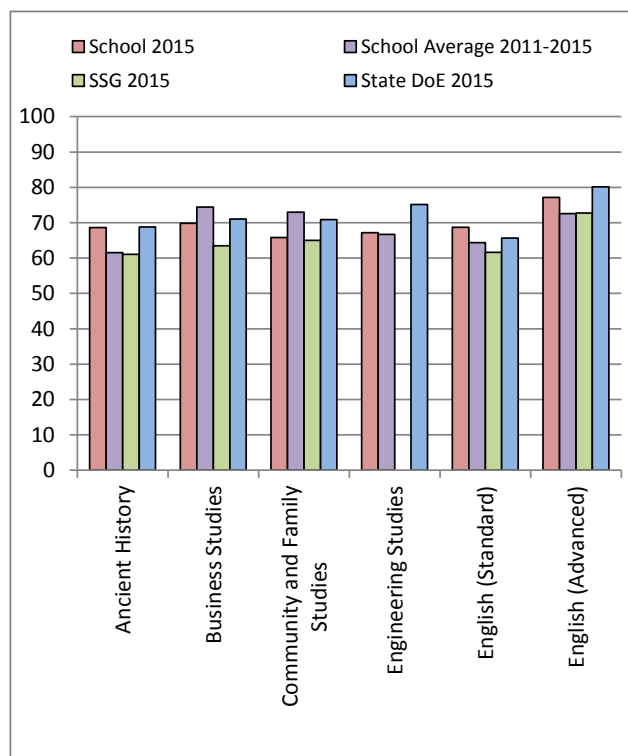
HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

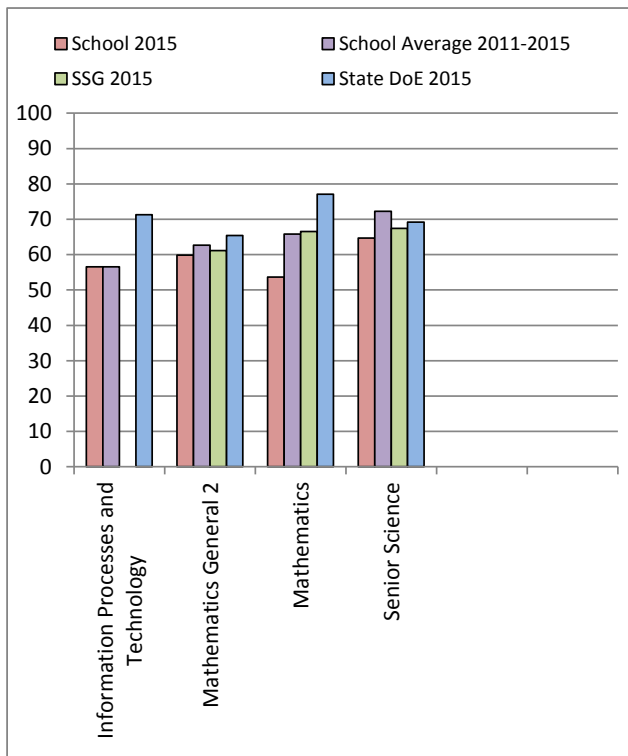
Performance Band	Low	Middle	High
School 2015	-3.6	-3.9	-16.5
SSG Average 2015	-3.1	-6.5	-9.2

Note: By definition, the State average relative performance is zero

HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	68.6	61.5	61.1	68.8
Business Studies	69.8	74.4	63.5	71.1
Community and Family Studies	65.9	72.9	65.0	70.9
Engineering Studies	67.2	66.7	-	75.2
English (Standard)	68.7	64.4	61.6	65.7
English (Advanced)	77.2	72.6	72.7	80.1
Information Processes and Technology	56.6	56.6	-	71.2
Mathematics General 2	59.9	62.6	61.1	65.4
Mathematics	53.7	65.8	66.5	77.1
Senior Science	64.7	72.2	67.4	69.2





Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Policy requirements

Aboriginal education

Oak Flats High School is committed to improving outcomes for Aboriginal students. We also ensure all students have an understanding of the shared history and future of Indigenous and non-Indigenous Australians through a wide range of curriculum initiatives.

All staff have been trained in *No Gap, No Excuse* and the Aboriginal Education Policy.

Multicultural Education and Anti-racism

Oak Flats High School values and promotes cultural diversity. The school has an Anti-Racism Contact Officer who manages any incidents of racism in the school.