

Oak Flats High School Annual Report



2016



8906

Introduction

The Annual Report for 2016 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.

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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 7 regional support classes including 5 Autism classes, 1 ED class on site and 1 ED class in the adolescent mental health unit at Shellharbour Hospital.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

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 well-being 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 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.

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For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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 2016 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.
- A focus on writing for all students from Year 7–12, including data-informed professional learning for all staff, and individualised learning support for students.
- Working in collaboration with our partner primary schools to develop a common approach to writing in Stage 3 and Stage 4.
- 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

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of teachers engaged in authentic professional development	<p>Oak Flats High School has provided a personalized professional learning model for staff at all stages of their careers and accreditation.</p> <p>All staff participated in School Development Days and Twilight Sessions which provided professional learning opportunities aligned with the School Strategic Directions, Professional Learning Plans of staff and mandatory requirements of The Department of Education.</p> <p>In 2016, teachers accessed 866 hours of professional learning from outside agencies and \$68,435 was spent on professional learning that was aligned to School Strategic Directions and Professional Learning Plans, aiming to improve teacher practice and provide engaging learning experiences for students. The spending was made up of the entire budget allocation for professional learning and was supplemented by low socioeconomic funding. The focus of workshops and seminars were; differentiation for improved student outcomes, improving HSC results, whole school literacy strategies, writing effective Professional Learning Plans, lesson observation feedback through the GROW coaching model, CPR and First Aid, child protection, ethical decision making and chemical safety.</p> <p>Executive Staff completed targeted professional learning in; recognizing the skill level required by teachers to be performing at the Proficient standard, that comprehensively accessed the resources provided by Australian Institute for</p>	\$68,435

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 100% of teachers engaged in authentic professional development 	Teaching and School Leadership, analysis of school standardized testing data and rating school performance against the Schools Excellence Framework.	
<ul style="list-style-type: none"> • Increase of 10% in student completion of assessment 	<p>Senior students were a focus in 2016 with the introduction of the Senior Review Panel, requiring any student with more than one outstanding 'N' warning to attend a meeting with a parent/carer and the Principal and Stage 6 Deputy Principal. This strategy, supported by additional tutoring in the HSC Hub, saw a 45% reduction in the non-completion of HSC tasks.</p> <p>Junior students were required to resubmit sub-standard tasks, and students in Year 9 and 10 provided with additional learning support to show they are meeting Stage standards and completing assessment tasks.</p>	HSC Tutors \$35000
<ul style="list-style-type: none"> • All staff engage in induction and mentoring programs 	All new staff to the school have engaged in a formal Induction program	\$2500

Next Steps

In 2017 the school will focus on:

- development of quality mentoring programs for beginning teachers
- introduction of *visible learning* based on current educational research
- extension of opportunities for project-based learning across curriculum areas

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 2016 included:

- Implementation of and analysis of data from the 'Tell Them From Me' survey, supported by follow up focus groups. This data was 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 regarding unsafe and threatening behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Survey reporting that students feel happy, safe and engaged in their learning at school.	Data from the <i>Tell Them From Me</i> survey in semester 1 showed that 40% of students in Years 7 and 8 were intellectually engaged in learning. Of this number, 40% were girls and 41% were boys. In semester 2, the same survey indicated that 42% of students in Years 8 and 9 were intellectually engaged in learning, with 41% of these girls and 44% boys. Additionally, in the semester 2 survey, students indicated that their safety at the school could be improved by stamping out student smokers, dealing promptly with bullying and stopping disruption to learning.	N/A
<ul style="list-style-type: none">• Significant reduction in risk entries of unsafe or threatening behaviour	Data collected from <i>Sentral Wellbeing</i> module for semester 1 showed 62 incidents of dangerous or threatening behaviour by students. In semester 2 there were 105 incidents of dangerous or threatening behaviour recorded.	N/A
Significant reduction reports of bullying	Data from the <i>Tell Them From Me</i> survey in semester 1 showed that 31% of students in this school were victims of moderate to severe bullying in the previous month. Of these, 27% were girls and 35% were boys. In semester 2, the same survey showed 28% of students in Years 7 and 8 were victims of moderate to severe bullying in the previous month, with 23% being girls and 33% boys.	N/A

Next Steps

In 2017 the school will focus on:

- reviewing the whole school approach to behaviour management
- implementing improved systems to manage student behaviour

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

School initiatives in 2016 included:

- the formation of data analysis teams focused on improving results of middle-band students. These teams conducted in-depth item analysis of NAPLAN data, identifying patterns in student performance and developing strategies for all classroom teachers to implement.
- opportunities for students to 'catch up' to their cohort through intensive learning support classes during their 'Z' elective.
- using language of high expectations for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 2% improvement in attendance in stage 5 and stage 6.	Data in the <i>Central Analysis</i> module for school attendance shows that student attendance in Stage 5 for semester 1 was 86.39% and for semester 2 it was 84.99%. In Stage 6, the equivalent figures are 88.08% for semester 1 and 88.29% for semester 2.	\$40000 to employ an Attendance Officer 2 days per week \$4000 awards and prizes to support the Attendance Improvement Program
<ul style="list-style-type: none">• Improved NAPLAN results across all years and components	In NAPLAN 2016 in Year 7, there was a decrease in student performance across all components from the 2015 results. In Year 9, there were improvements in Spelling and Grammar and Punctuation, while the other components decreased in student outcomes.	\$20000 transition programs focusing on writing and professional learning for staff
<ul style="list-style-type: none">• Improvement in student gain in NAPLAN to be equal to or above national average.	The NSW NAPLAN growth data is compared for 2015–2016, while the national growth data comparison is for 2014–2016. Comparison of data for Year 7 shows that in Year 7 Reading, student gain was 35 points against a national average of 40.2 points. For Year 7 Numeracy, student gain in the school was 43.3 points against the national average of 62.1. In Year 9, student gain in Reading was 38.5 points, above the national average of gain of 34.7, while student gain in Numeracy was 35.7 against the national average gain of 43 points.	\$6000 for data analysis teams to develop a plan for improving student growth

Next Steps

In 2017 the school will focus on:

- increasing student engagement and participation through a visible learning approach.
- redeveloping the Information Centre as a modern learning space that is flexible, innovative and engaging.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • 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. • Support and mentoring in class with a tutor for Aboriginal background NAPLAN students through a structured timetable to meet individual student needs. • In class mentoring and tutoring assistance for Aboriginal students studying Preliminary and HSC courses. All targeted Aboriginal students successfully completed the Preliminary and HSC courses. 	
Low level adjustment for disability	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. Support provided by School Learning Support Officers in class for students with high learning support needs meeting the Department of Education threshold.	
Socio-economic background	<ul style="list-style-type: none"> • Additional 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. • Creation of Stage 6 Deputy Principal and Attendance Officer positions. • Creating a niche for all students: Additional teaching staff for specialist movement program through the CAPA enrichment class. Additional Year 7 class created to support the Home Room program. • Student assistance with learning equipment, excursions, food. • Creation of the Obviate Behaviour Learning Support Room, purchase of student playground furniture. 	\$243924

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	424	406	383	397
Girls	387	399	414	403

Student attendance profile

Year	School			
	2013	2014	2015	2016
7	91.9	95	92.2	92.7
8	88.7	91.4	89.7	88.8
9	87.6	89.9	88.7	87.1
10	83.9	89.7	87.4	86.7
11	89.4	90	89	87.7
12	89.3	91.7	89.9	89.6
All Years	88.3	91.2	89.4	88.8
Year	State DoE			
	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

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 2016, 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 education qualification

In 2016, 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

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	0.5
School Administration & Support Staff	18.08
Other Positions	7.4

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Oak Flats High School has provided personalised professional learning model for staff at all stages of their careers and accreditation. In 2016, 6 teachers were working towards NSW Education Standards Authority (NESA) accreditation at Proficient, 15 maintaining their accreditation at Proficient and 0 teachers seeking voluntarily accreditation at Highly Accomplished or Lead.

All staff participated in School Development Days and Twilight Sessions which provided professional learning opportunities aligned with the School Strategic Directions, Professional Learning Plans of staff and mandatory requirements of The Department of Education. In 2016, teachers accessed 866 hours of professional learning from outside agencies and \$68,435 was spent on professional learning that was aligned to School Strategic Directions and Professional Learning Plans, aiming to improve teacher practice and provide engaging learning experiences for students. The spending was made up of the entire budget allocation for professional learning and was supplemented by low socioeconomic funding.

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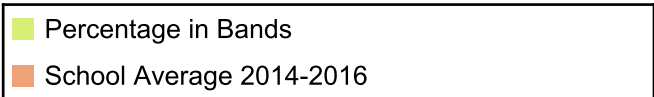
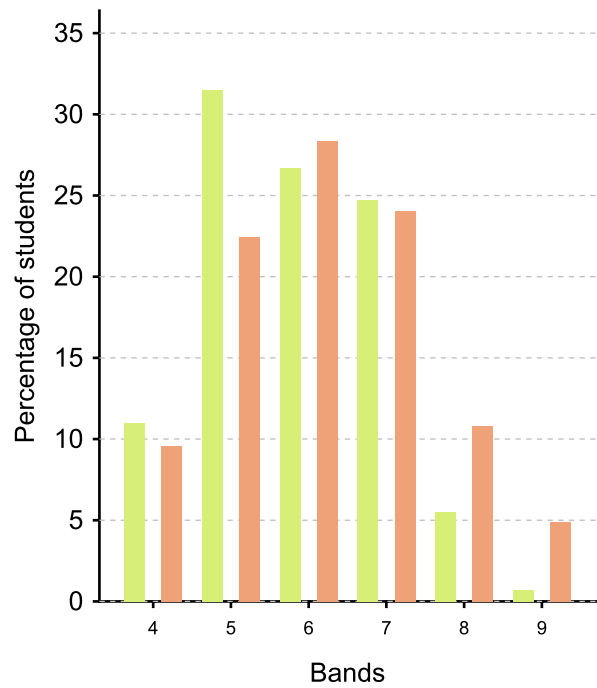
Executive Staff completed targeted professional learning in; recognizing the skill level required by teachers to be performing at the Proficient standard, that comprehensively accessed the resources provided by Australian Institute for Teaching and School Leadership, analysis of school standardized testing data and rating school performance against the Schools Excellence Framework.

School performance

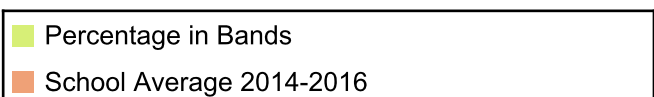
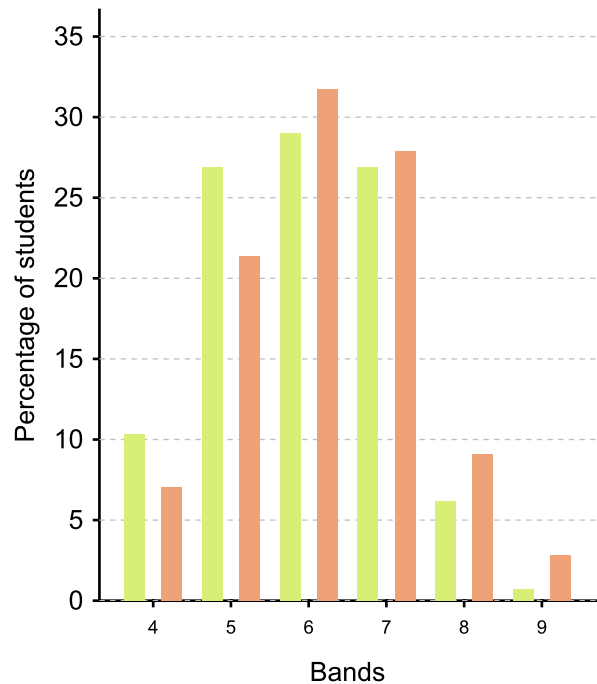
NAPLAN

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.

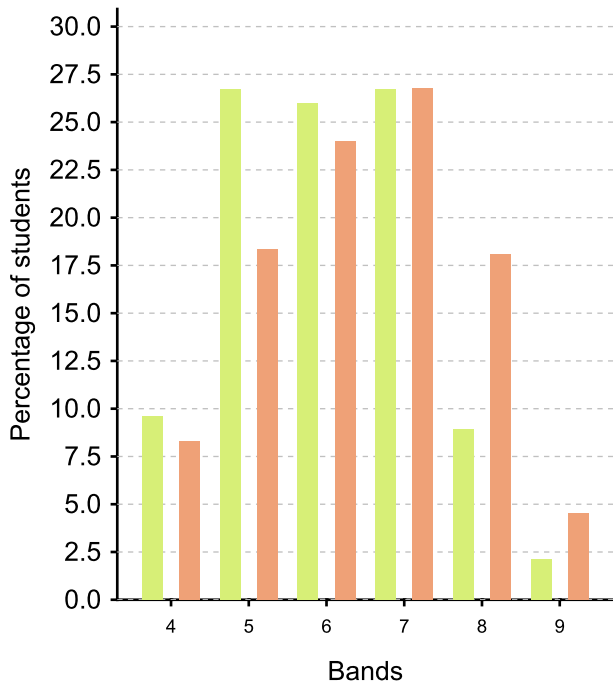
Percentage in bands:
Year 7 Grammar & Punctuation



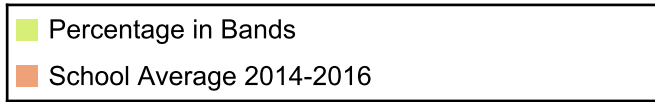
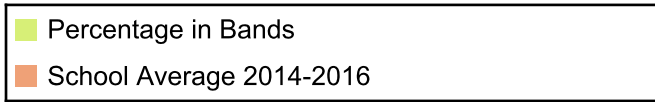
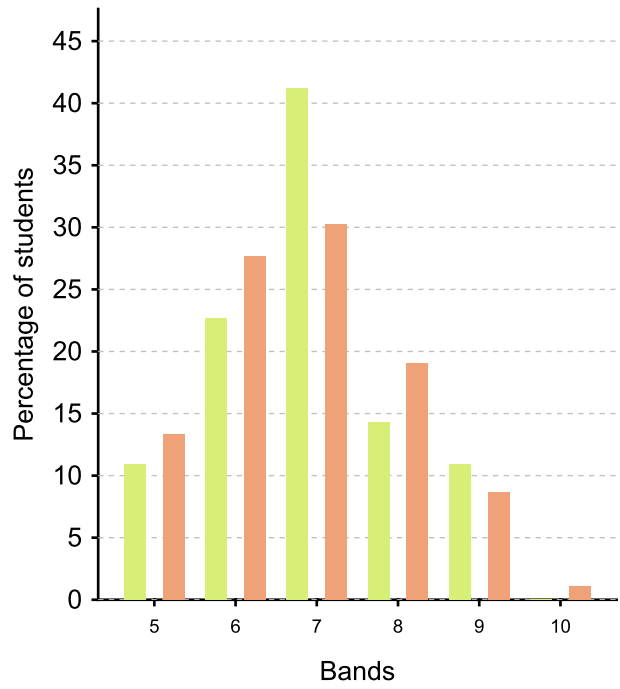
Percentage in bands:
Year 7 Reading



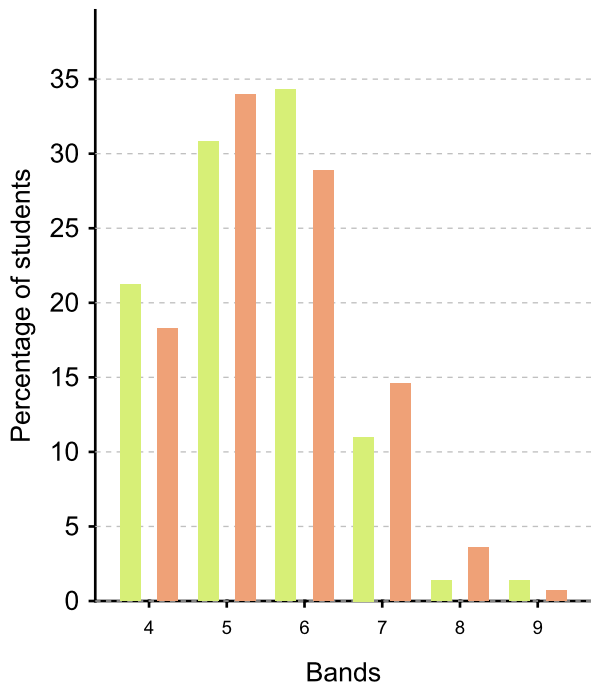
Percentage in bands:
Year 7 Spelling



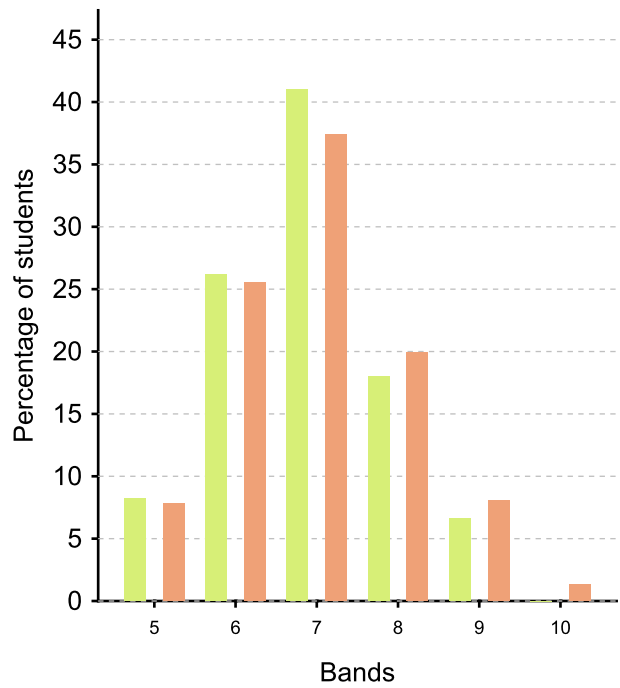
Percentage in bands:
Year 9 Grammar & Punctuation



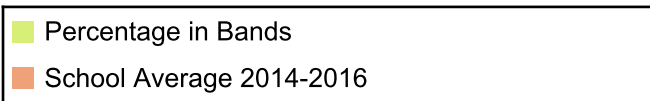
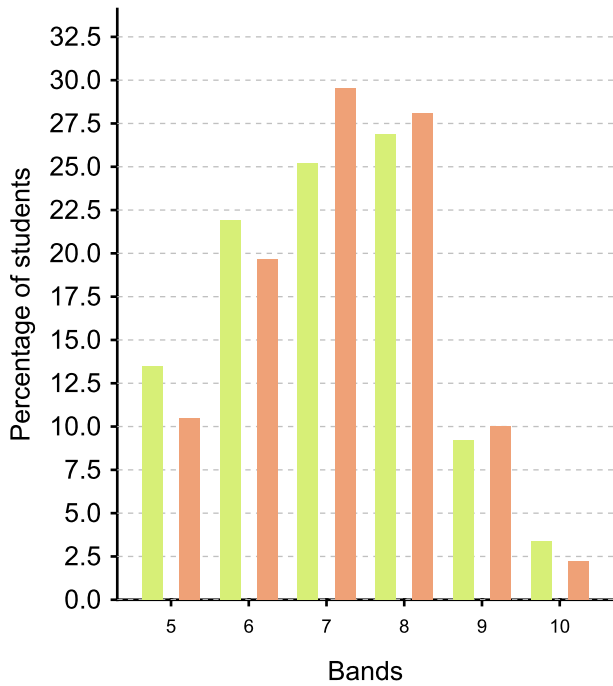
Percentage in bands:
Year 7 Writing



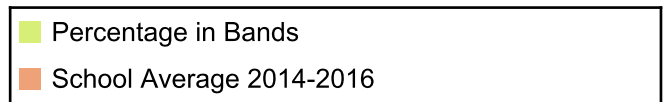
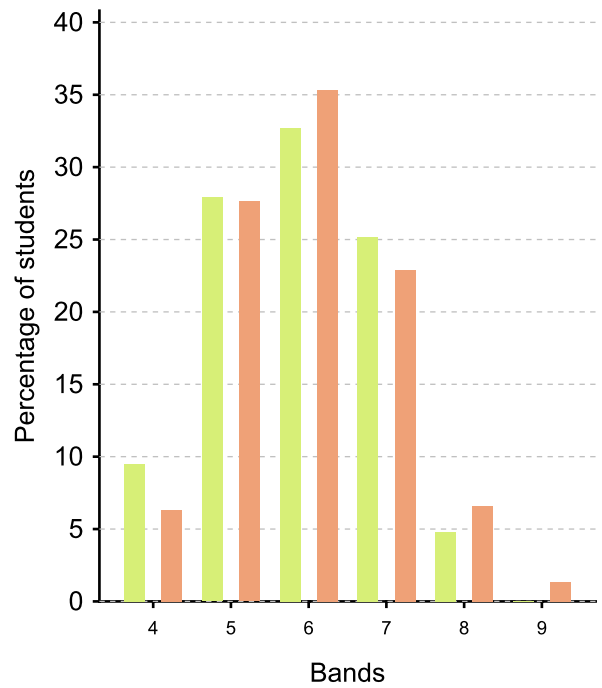
Percentage in bands:
Year 9 Reading



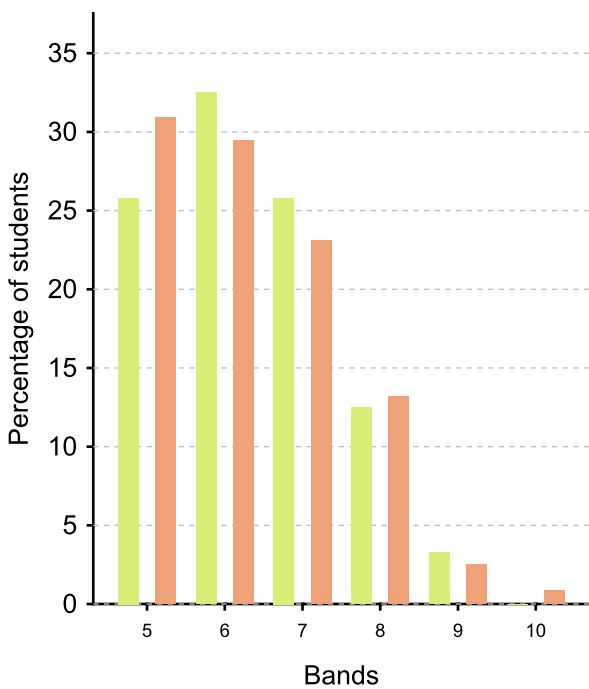
Percentage in bands:
Year 9 Spelling



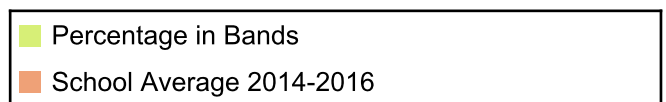
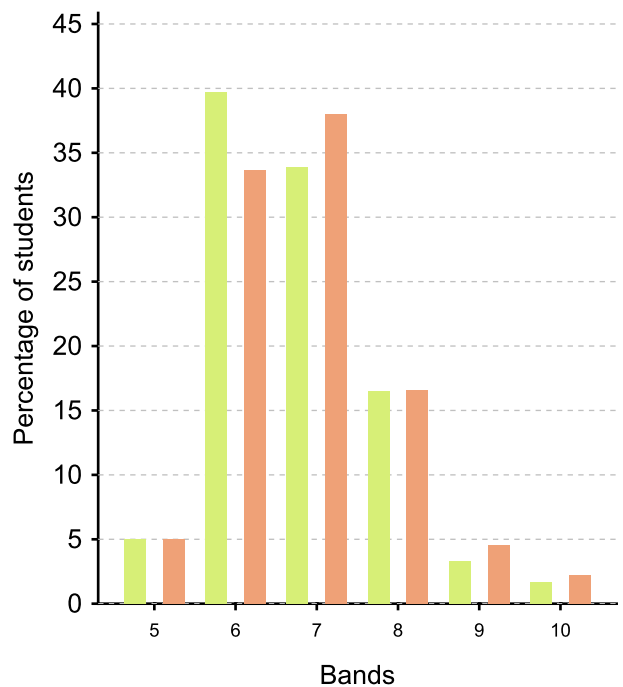
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



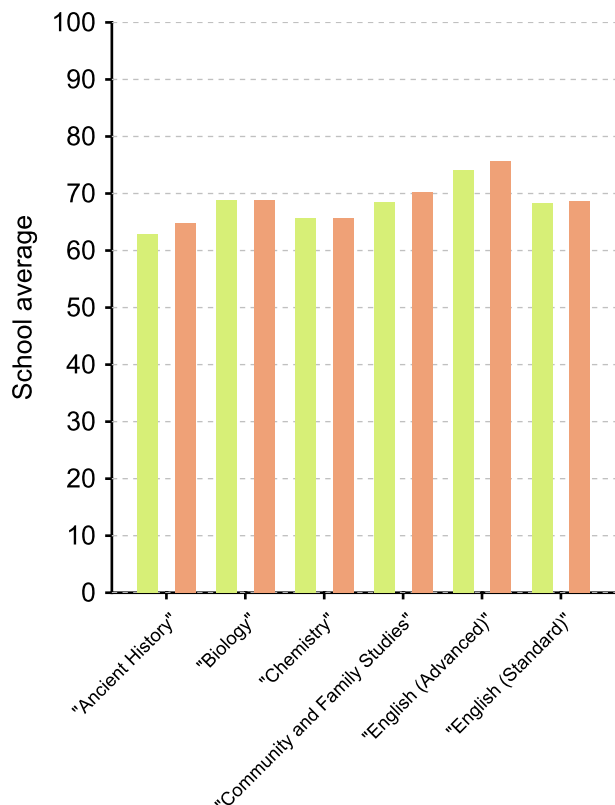
Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Parent/caregiver, student, teacher satisfaction

In 2016 Oak Flats High School participated in the Tell Them From Me surveys for students, staff and parents/carers. This was the first year this survey was used.

Survey results showed general parental satisfaction with the school., however student results showed Year 7 students feeling a lack of belonging to the school, and Year 7 and 8 students feeling disengaged from school.

To follow up on these issues focus groups were held with students to identify specific issues that could be addressed by the school. The key issues identified in these groups were:

- a perception that bullying is now being actively addressed
- students in junior years do not have enough opportunities to participate in whole school events
- students have low aspirations for themselves when they leave school.

Further research was conducted through a review of the Stage 4 curriculum. This review indicated that while Year 7 students enjoyed the Home Room structure, students in Year 8 believed they no longer required this level of social support, and wanted to be in a wider range of classes. As a result of this research it was decided to continue home rooming for Year 7 in 2017, and return to a traditional curriculum structure for Year 8.

Oak Flats High School is committed to continuing to administer the Tell Them From Me suite of surveys to gather longitudinal data about student, parent/carer and teacher satisfaction with the school.

Policy requirements

Aboriginal education

In 2016 Oak Flats High School re-established an Aboriginal Education Team to lead projects to improve Aboriginal education at the school.

The team have developed a new, more modern and efficient template for Personalised Learning Plans and have sought endorsement of this template from the Local AECG.

The Team have also worked to rationalise the wide range of programs being implemented to ensure students have an appropriate balance of opportunities to explore their culture, and programs to improve literacy and numeracy.

Multicultural and anti-racism education

Oak Flats High School has two Anti-Racism Contact Officers who manage any incidents of racism at the school. We also employ an Aboriginal Community Liaison Officer.

