

Oak Flats High School

Annual Report



2017



8906

Introduction

The Annual Report for 2017 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.

Stephen Heslop

Principal

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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 780 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 60 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. The creation of a Learning Innovations Team created a focus on the classroom and how students were learning. Opportunities for staff to use technology to create Google Classrooms and learning activities and programs that were more student focused were key outcomes. The learning culture was also enhanced through the provision of greater support structures for students with the expansion of the HSC Hub and a restructuring of the Learning Support Team. This Team and the work of the HSC Improvement Team made significant improvements in curriculum delivery and Assessment and Reporting, so that students received feedback that was meaningful and enabled further growth and improvement in student outcomes. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and providing ideal conditions for student learning. This was supported through the school becoming a "White Ribbon" school and the further development of Positive Behaviour in learning lessons. Our self–assessment processes and performance data indicates our school is sustaining and growing in 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. The use of data to inform practice has improved and staff regularly evaluate the impact that they are making in the classroom. SMART and RAP analysis data have been used to shape and improve teaching programs. The Learning Innovations Team provided excellent support to teachers with a mentoring program in addition to the Performance Development Plans that are mandatory. Early career teachers are supported by an extensive induction program and ongoing mentoring in their first years of teaching. Our self–

assessment processes and performance data indicates our school is sustaining and growing in 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 process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. The school has assessed itself as sustaining and growing in this domain of the School Excellence Framework.

Our self–assessment process will assist the school to refine our school 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/sef-evidence-guide>

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

The last year of this current plan really looks nothing like the initial 5 Ps processes, the funding available and the initiatives that were put in place by the executive have changed as has the school leadership team. In the last 3 Year the school has 3 different principals, although the leadership has changed there has been strong implementation of the plan even though there has been a change in some of the key focus areas they have been based on the students needs and the achievement of the best possible student outcomes. Great changes have occurred and the milestones and focuses for learning have varied. A Learning Innovations Team was formed and as a result progress occurred through this initiative. The team provided some excellent professional learning for staff, supported students in literacy and numeracy so that we met the premiers priorities by moving students into the top 2 bands in NAPLAN testing. Staff were also assisted to Flip the classroom and embrace technology to improve the learning experience for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 100% of teachers engaged in authentic professional development 	<p>Staff Professional Learning activities, programs, seminars, guest speakers, Journal articles and stationary and casual relief for staff attending professional Learning.</p> <p>Professional Learning Budget \$71,000</p>	<p>All staff completed Mandatory Training, staff development days and professional learning components are built into staff meetings, faculty meetings and committee meetings. 4 twilight training sessions were attended by staff (One combined with our Community of Schools).</p>
<ul style="list-style-type: none"> Increase of 10% in student completion of assessment 	<p>An extra Deputy Principal allowed for greater focus on each of the stages, with greater follow up of students at risk. Senior Academic Review meetings were held on an as needs basis and every term. A review of assessments was carried out in Stage 6 and overall improvement in assessment scheduling resulted from this. The use of SLSOs and former students to Tutor in the HSC Hub in the information Centre was also an additional resource for students.</p> <p>Socio Economic Background – \$72, 540</p>	<p>Although we had an increase in the students who were N– Determined in 2017, our overall assessment task completion in Stage 6 improved as a result of the improved support mechanisms. Students who were struggling were also transitioned towards apprenticeships and TAFE (if the student was post compulsory school age). Stage 5 figures indicate an improvement less than 10% so this measure overall was not achieved in the previous 12 months.</p>
<ul style="list-style-type: none"> All staff engage in induction and mentoring programs 	<p>Beginning Teacher Funding was used to assist newly</p>	<p>As a result of the creation of a Teacher Mentoring role at OFHS there was significant programming</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> All staff engage in induction and mentoring programs 	<p>appointed teachers in their 1st and 2nd year of teaching. A formal induction program was put in place and a mentor was assigned to staff who volunteered for the program. Mentors were offered in a differentiated pattern of delivery with other staff taking up options through the Performance Development Plans.</p> <p>The funding was used for relief so that beginning teachers were provided relief and mentors had the opportunity to meet on a regular basis.</p> <p>See Beginning Teacher Initiatives for funding allocated to mentoring</p>	<p>and support for our beginning teachers. All staff had the opportunity to make improvements to their teaching and through the use of self evaluation technology (SWIVL) staff were also able to film themselves and evaluate the effectiveness of their teaching.</p>

Next Steps

A full evaluation of the school's learning strategies has been carried out as we lead into a new 3 Year planning cycle. It was essential to consult with the community in this process, however, just as important was a study of successful schools and the use of CESE documents and studies to determine our next steps in teaching and learning. Our Learning Innovations Team and the school executive has researched Hattie, Timperley, Dweck, Breakspear and Dinham to assist in planning our next steps. Our attitude is very much around evaluative thinking and ensuring we are able to show evidence of our impact in the next 3 year plan. It is also essential that the students continue to improve, grow and develop as individuals where our teaching and learning focus will lead to improved student outcomes.



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

Oak Flats High School continued to grow and develop in this strategic direction. As it was the last year of the plan the focus remained to continue to provide all students with the necessary programs that would keep them safe and provide a positive learning environment. The most significant progress came through a couple of core evaluations that has led to further improvements. The re-establishment of the Learning Support Team has had a significant role in improving the educational experience for students. Individual learning plans for students at risk and requiring assistance and support has enabled students to grow and learn. The mapping of all wellbeing activities against the Wellbeing Framework also assisted to better target the schools efforts and develop an overall strategy for Student wellbeing. The school became a "White Ribbon" school in which respectful relationships are promoted so that there was an overall theme for wellbeing. Student voice has also been promoted and Positive Behaviour in Learning has continued to provide behavioural expectations for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Survey reporting that students feel happy, safe and engaged in their learning at school. 	<p>The resources used in this part of the plan relate to the support provided to students and the programs put in place to improve the wellbeing of students.</p> <p>Funding Source</p> <p>Flexible Wellbeing \$33,000</p> <p>Socio Economic RAM \$18,000</p>	<p>The "Tell Them From Me" survey data indicates 5% average improvement across Years 7 – 9 in measures related to Positive Relationships from 2016 to 2017.</p>
<ul style="list-style-type: none"> Significant reduction in risk entries of unsafe or threatening behaviour 	<p>The school provided relief for a staff member to work with students who have significant behavioural issues. small group activities and self evaluation initiatives assisted students to improve self regulation.</p> <p>Funding Source</p> <p>Socio Economic RAM funding \$75,000</p>	<p>There were significantly less suspensions over the last 12 months and the number of negative referrals on RISK / SENTRAL were significantly reduced.</p>
<p>Significant reduction reports of bullying</p>	<p>There has been significant resources dedicated to programs designed to create resilience in students, ensure that awareness of bullying improves and that all students are respectful,</p>	<p>There has been a significant reduction in SENTRAL entries related to violence and a reduction in suspensions. Attendance figures have improved by 2.4 % in the last year. These are good indicators of reduced bullying, however, there is still many issues that do not get reported by students and we still have students who on TTFM feel unsafe at school and the data on bullying in the TTFM survey</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Significant reduction reports of bullying	responsible and caring. The school has also held a White Ribbon day as part of whole school strategy to reduce bullying and develop and enhance respectful relationships. Funding Source Flexible Wellbeing \$18,000	has not changed significantly.

Next Steps

The wellbeing of students is a core process in the next 3 Year plan. The school need to develop a an overall strategy that focuses on all aspects of student wellbeing at school with strong links to support services within the NSW Department of Education and in the local community. A further development of Positive Behaviour in Schools processes, use of the VIVO student rewards system and a coordinated and planned calendar of events and programs that caters for the wellbeing of all students. There needs to be an underlying strategy – White Ribbon – with a focus on students being Responsible, Respectful, Caring and Resilient people who have respectful relationships with peers, teachers and members of the community.



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

There has been significant progress in this strategic direction with the Year 7 cohort having an excellent transition to school. The homeroom classes have ensured an excellent start to their schooling at OFHS. The community has also benefited from some remarkable work with Year 5 & 6 students from the Community of Schools in STEM, Dance and Visual Arts.

The community consultation that took place during the planning of the new school plan also gave the P & C, parents and members of the local community the chance to give feedback to OFHS and assist in the shaping of the school's vision and strategic directions.

The creation of the Learning Innovations Team also contributed to the learning culture of the school with Mentoring, Project Based Learning, enrichment activities and Targeted Growth. These targeted interventions all contributed to the culture within the classroom as there was significant professional learning and support for classroom teachers in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 2% improvement in attendance in stage 5 and stage 6. 	<p>The school employed an attendance officer, Head teacher Teaching and Learning and a third Deputy Principal. These resources added to the support of teachers and created greater engagement at school.</p> <p>Funding Source</p> <p>Socio-economic RAM – \$120,000</p>	<p>There was an overall improvement in attendance of 2.4%. In stage 6 there was a 3.2% improvement in Year 11 attendance, 3.9% in Year 9 and 2.5% in Year 10. In Years 9–11 OFHS is above state average for attendance.</p>
<ul style="list-style-type: none"> Improved NAPLAN results across all years and components 	<p>Increased Learning and Support Teaching staff and Teachers aids were employed to support students. Temporary staff were employed to relieve staff and ensure programs were established to improve NAPLAN marks and address the Premier's Priorities.</p> <p>Funding Source</p> <p>Socio-economic RAM \$120,000</p>	<p>Year 9 2017, Reading in Bands 6 and 7, Spelling in Bands 7 and 8, Grammar and Punctuation in Band 7 and Numeracy in Bands 6 and 7 were above state average. Reading and Numeracy were the most consistent component in value adding for students from Year 7 2015 to Year 9 2017.</p>
<ul style="list-style-type: none"> Improvement in student gain 	<p>Increased Learning and</p>	<p>Student growth above that expected</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in NAPLAN to be equal to or above national average.	<p>Support Teaching staff and Teachers aids were employed to support students. Temporary staff were employed to relieve staff and ensure programs were established to improve NAPLAN marks and address the Premiers Priorities.</p> <p>Funding Source</p> <p>Socio-economic RAM \$120,000</p>	<p>was evident in 60% of middle band achieving students, while 23% of middle band students achieved growth but below the expected score. However, 17% of middle band students experienced negative growth across these literacy components.</p>

Next Steps

The new school plan has a major focus on developing strong relationships with the community and developing a learning culture that is aspirational and focused on developing grit, determination and growth. Our learning culture will be enhanced through catering for student's individual needs, focusing our efforts on having coordinated and calendarised wellbeing programs and processes that will develop the student's resilience with the application of growth, grit and determination to their studies.

Our Teaching will focus on creating engagement through clear learning intentions, success criteria and feedback within a pedagogical structure that includes the use of technology and student focused teaching methods.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Community Liaison Officer 1.0 FTE, AIME – Mentoring, Student Assistance , Aboriginal Support Officers / Tutors – Teachers Aides 1.0 FTE Term 2 – 4, Support for a range of programs to assist with engagement, learning outcomes and cultural connection for Aboriginal students. Funding \$87,715	Annual review of PLPs, Students receiving recognition awards at school based presentation, All programs evaluated to determine the impact that they are having on student performance and attendance.. Annual review of Sentral data for Aboriginal Students.
English language proficiency	Targeted Growth – Literacy and Numeracy program – Funding used to contribute to Staff Release, Contribution to an increased allocation of Learning and Support Teacher for students with Language difficulties. Funding \$11,259	The growth scores in NAPLAN and overall HSC performance of students of Non English Speaking Background has improved this year.
Low level adjustment for disability	LaST staff 1.7 FTE, SLSTO staff employed to assist students requiring learning adjustments. Funding – \$168,000	Students achieving improved academic outcomes as a result of adjustments and support.
Socio–economic background	Attendance Officer 0.3 FTE, Funding for St Vincent de Paul Breakfast programs, Funding for Student assistance. Most of the initiatives within the strategic directions, the extra staff to support students from Low Socio economic backgrounds are funded through the socio economic money. Funding \$521,000	Yearly reports analysis – less students at risk, Attendance rates for targeted students improved. Sentral referrals – less negative incidents. Students more engaged, students transitioning to apprenticeships, TAFE and University.
Support for beginning teachers	Relief for Beginning Teachers and their mentors. Funding \$28,300	Beginning Teacher Survey, Staff TTFM survey, Beginning Teachers – Sentral referral analysis



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	406	383	396	375
Girls	399	413	403	378

Year 7 numbers have increased from 2016 figures, we are improving our intake of students from the feeder primary schools, however, the school is becoming very successful in students leaving at the end of Year 10 and Year 11 to take up apprenticeships and traineeships. We are proud of the impact we are making with Employment Preparation programs.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95	92.2	92.7	94.4
8	91.4	89.7	88.8	92.1
9	89.9	88.7	87.1	91
10	89.7	87.4	86.7	89.2
11	90	89	87.7	90.9
12	91.7	89.9	89.6	89.6
All Years	91.2	89.4	88.8	91.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

OFHS has excellent follow up on student attendance. Each day the roll is made in each period and a roll call is held after period 1. Each day an SMS text message is sent before 11am indicating if a child is not in roll call. The parent can reply to the text to explain absences or they can write a note later and have this not handed in to the front office. If a child is away for 3 consecutive days the front office staff, Year Advisor or Attendance Officer will make contact with the

family or carer to see why.

Partial absences and periods truanting are followed up by the classroom teacher. For partial (part of lesson absences) – the classroom teacher asks the student to make up lost time. For truanting a whole period / Lesson the Head Teacher and Deputy Principal are informed and detentions and warnings of suspension are one of a few punishments that can be given. Parents are informed.

If a child falls below 85% attendance and unexplained absences exist then the Year Advisor / Attendance Officer contacts the family / carer for an interview so that an attendance improvement plan can be put in place. Students under 85% are placed on the watch list and the attendance Officer monitors attendance. At times students are put on monitoring booklets where the Head Teacher / Deputy Principal and parent sign off on daily attendance.

Further absences and school refusing are referred through to the Home School Liaison Officer (HSLO). The HSLO may visit the home and develop a return to school and attendance plan. Further absences can involve FACs and Child Wellbeing unit where the matter becomes an Educational Neglect case or the Family Law court can charge the parent for allowing the student to remain at home.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	5	17
Employment	3	29	35
TAFE entry	1	8	19
University Entry	0	0	23
Other	1	0	2
Unknown	0	3	4

This year OFHS has had great success with students transitioning from school to apprenticeships, traineeships and meaningful work that has links to long term progression and job security. The school also has many students enrolling in Tertiary studies at both University and TAFE.

Year 12 students undertaking vocational or trade training

In 2017, 16 of the 88 Year 12 students who studied for the HSC, also successfully completed a TVET course or an SBAT to gain a vocational qualification. This accounts for 18% of the cohort.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 100% of the 88 students, including 10 indigenous students, successfully attained their HSC.

55% 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
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	49.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2.5
School Administration & Support Staff	17.68
Other Positions	1

*Full Time Equivalent

Oak Flats High School has 3% of the staff with Aboriginal background.

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	35

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 2017, 10 teachers were working towards NSW Education Standards Authority (NESA) accreditation at Proficient, 21 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 and Performance Development Plans of staff and mandatory requirements of The Department of Education. In 2017, teachers accessed over 500 hours of professional learning, \$74,767 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, wholeschool literacy strategies, writing effective Professional Learning Plans, lesson observation, feedback through the GROWTH coaching model, CPR and First Aid, child protection, ethical decision making and chemical safety. There was also considerable professional learning that took place as we transitioned to the SAP environment and the LMBR – reforms.

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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school finances have been managed efficiently, with the School's Financial Committee meeting twice per term throughout the year. The school undertook quite a few projects and refurbishments of rooms and additions to the school. The \$505,297 was carried forward to pay for staffing incurred throughout the last pay period of 2017. All other money carried forward will be used to supplement and ensure the new 3 Year plan

gets the boost it requires with extra funds being allocated to initiate many of the programs put in place to improve Teaching, Learning and Leading initiatives.

Receipts	\$
Balance brought forward	394,797
Global funds	542,053
Tied funds	548,594
School & community sources	120,145
Interest	5,825
Trust receipts	15,677
Canteen	0
Total Receipts	1,232,293
Payments	
Teaching & learning	
Key Learning Areas	79,628
Excursions	38,791
Extracurricular dissections	33,041
Library	4,598
Training & Development	0
Tied Funds Payments	586,722
Short Term Relief	137,171
Administration & Office	90,129
Canteen Payments	0
Utilities	71,035
Maintenance	72,515
Trust Payments	8,164
Capital Programs	0
Total Payments	1,121,793
Balance carried forward	505,297

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,378,209
Appropriation	1,288,291
Sale of Goods and Services	10,999
Grants and Contributions	78,761
Gain and Loss	0
Other Revenue	0
Investment Income	158
Expenses	-893,435
Recurrent Expenses	-893,435
Employee Related	-505,534
Operating Expenses	-387,901
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	484,774
Balance Carried Forward	484,774

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school finances have been managed efficiently, with the School's Financial Committee meeting twice per term throughout the year. The school undertook quite a few projects and refurbishments of rooms and additions to the school. The \$484,774 was carried forward to pay for staffing incurred throughout the last pay period of 2017. All other money carried forward will be used to supplement and ensure the new 3 Year plan gets the boost it requires with extra funds being allocated to initiate many of the programs put in place to improve Teaching, Learning and Leading initiatives.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,069,588
Base Per Capita	127,295
Base Location	0
Other Base	6,942,293
Equity Total	1,106,218
Equity Aboriginal	87,715
Equity Socio economic	754,855
Equity Language	11,259
Equity Disability	252,390
Targeted Total	1,551,327
Other Total	367,320
Grand Total	10,094,453

of the Year 9 cohort, these results were based on Bands 5,6,7.

Student growth above that expected was evident in 60% of middle band achieving students, while 23% of middle band students achieved growth but below the expected score. However, 17% of middle band students experienced negative growth across these literacy components.

This data shows that significant numbers of middle band students achieved above expected growth in all aspects of literacy, particularly in Writing and Reading.

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.

A full copy of the school's 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.

School performance

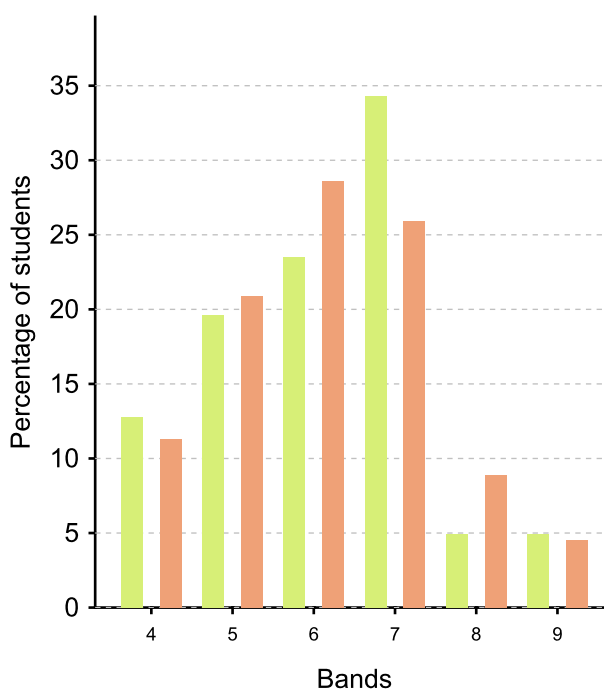
NAPLAN

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.

Analysis of Student Growth allows one to identify average scaled score growth, the percentages of students in growth percentile ranges and the percentage of students achieving expected growth for the selected test aspect. Generally, a measure based on the percentage of students achieving expected growth is more useful for diagnostic and school planning purposes than a measure based on average growth alone.

The target group of middle band students were analysed to see who had achieved expected growth or decline in their NAPLAN literacy scores from Year 7 to Year 9 in the middle bands (Bands 6, 7 and 8). In the 2016 analysis

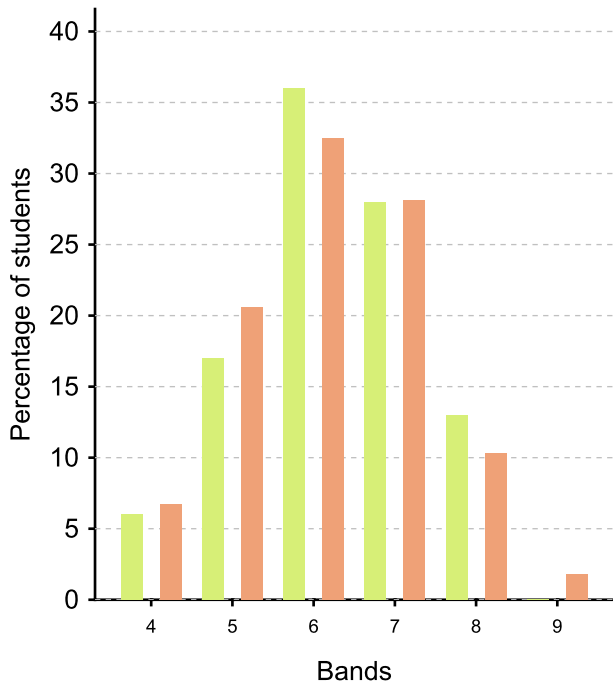
Percentage in bands:
Year 7 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	12.8	19.6	23.5	34.3	4.9	4.9
School avg 2015-2017	11.3	20.9	28.6	25.9	8.9	4.5

**Percentage in bands:
Year 7 Reading**

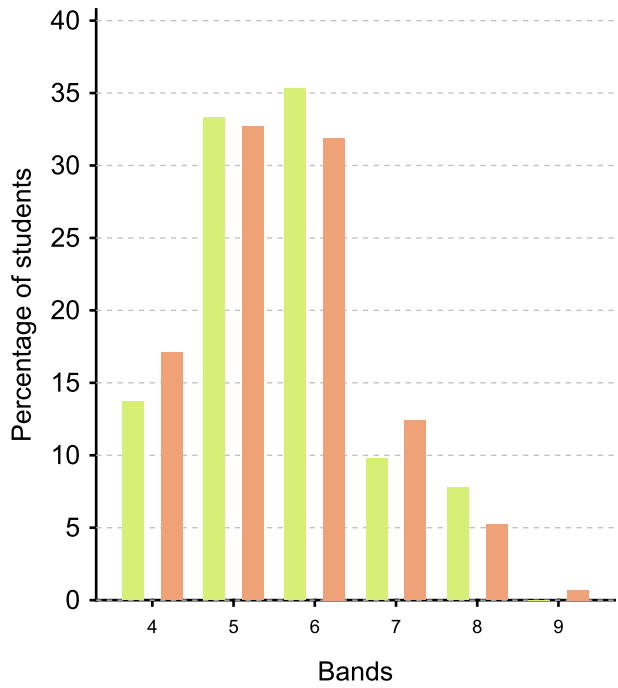


■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	6.0	17.0	36.0	28.0	13.0	0.0
School avg 2015-2017	6.7	20.6	32.5	28.1	10.3	1.8

Band	4	5	6	7	8	9
Percentage of students	9.8	17.7	21.6	26.5	24.5	0.0
School avg 2015-2017	8.8	19.7	23.6	26.0	19.4	2.5

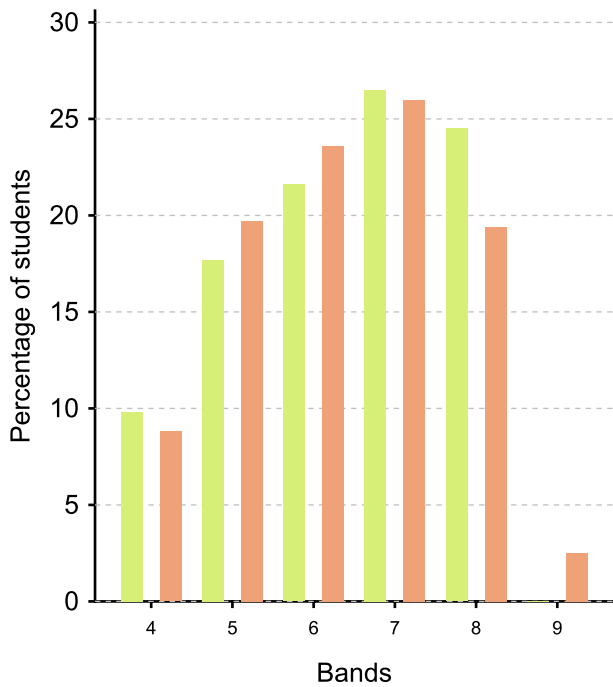
**Percentage in bands:
Year 7 Writing**



■ Percentage in Bands
■ School Average 2015-2017

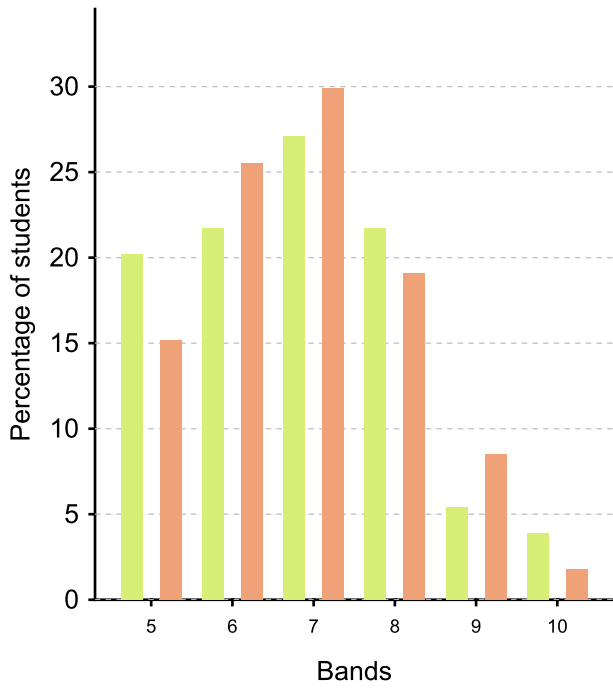
Band	4	5	6	7	8	9
Percentage of students	13.7	33.3	35.3	9.8	7.8	0.0
School avg 2015-2017	17.1	32.7	31.9	12.4	5.2	0.7

**Percentage in bands:
Year 7 Spelling**



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation

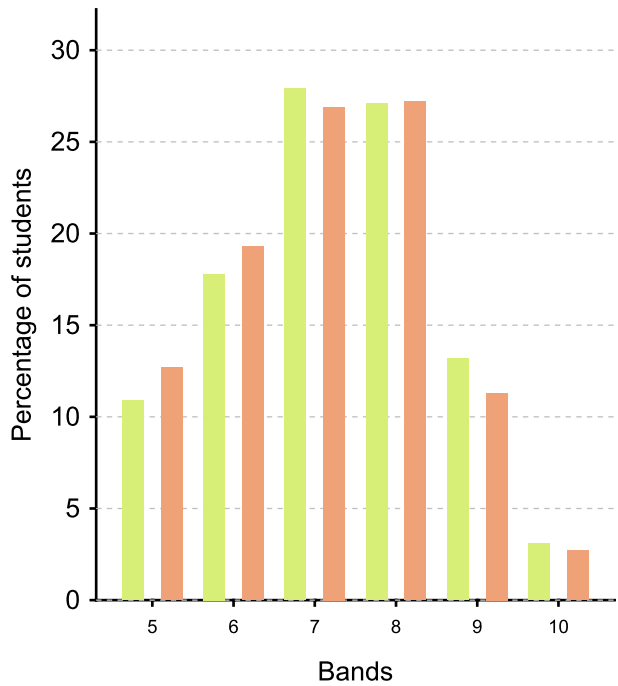


Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	20.2	21.7	27.1	21.7	5.4	3.9
School avg 2015-2017	15.2	25.5	29.9	19.1	8.5	1.8

Band	5	6	7	8	9	10
Percentage of students	16.0	22.9	26.0	29.0	4.6	1.5
School avg 2015-2017	10.3	25.0	34.2	22.5	6.5	1.5

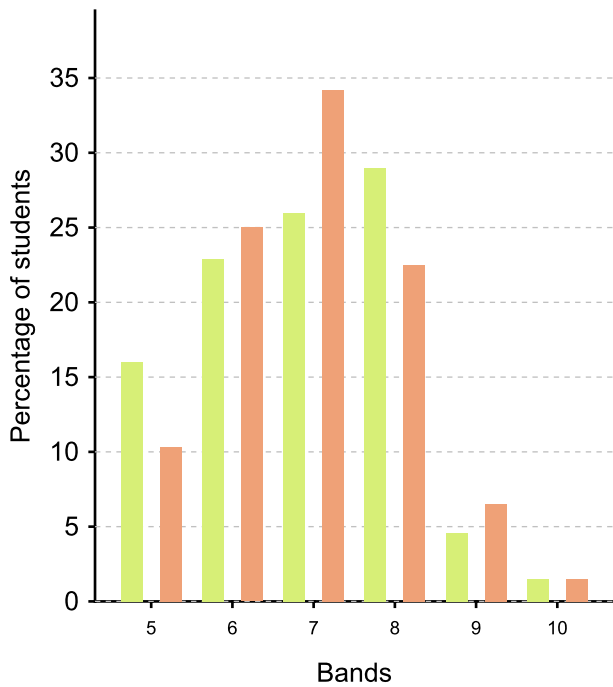
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

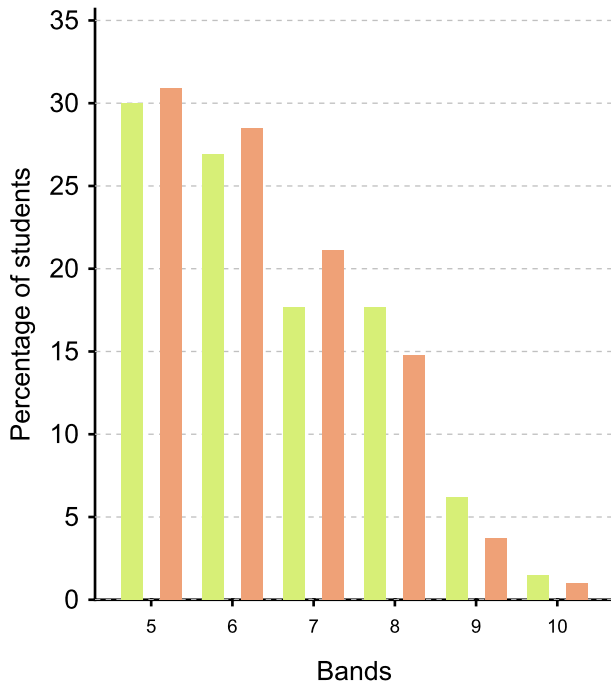
Band	5	6	7	8	9	10
Percentage of students	10.9	17.8	27.9	27.1	13.2	3.1
School avg 2015-2017	12.7	19.3	26.9	27.2	11.3	2.7

Percentage in bands:
Year 9 Reading



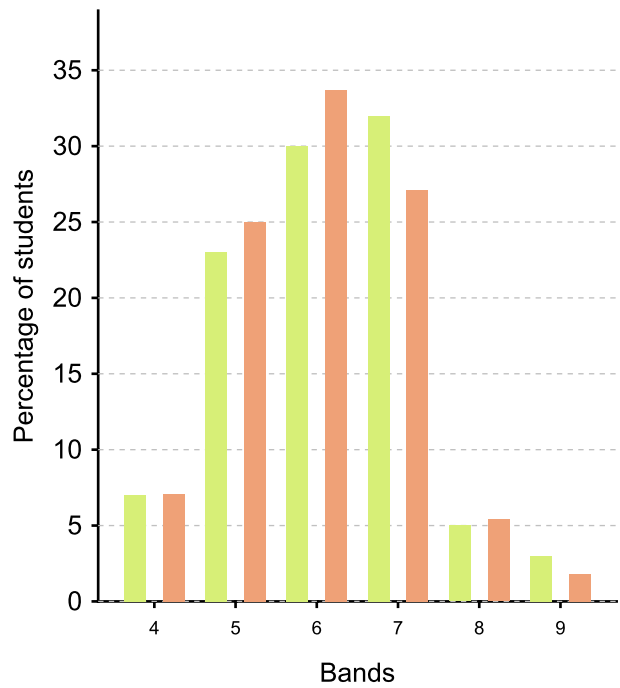
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	30.0	26.9	17.7	17.7	6.2	1.5
School avg 2015-2017	30.9	28.5	21.1	14.8	3.7	1.0

Percentage in bands:
Year 7 Numeracy

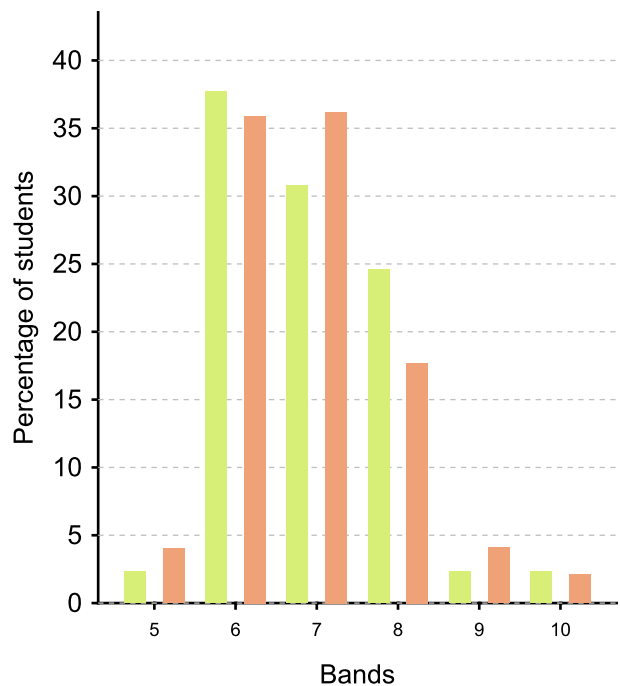


Band	4	5	6	7	8	9
Percentage of students	7.0	23.0	30.0	32.0	5.0	3.0
School avg 2015-2017	7.1	25.0	33.7	27.1	5.4	1.8

In Numeracy, the achievements are even more significant, with 67% of middle band students achieving above expected growth, 27% experienced growth below expectation and only 7% experiencing negative growth from Year 7 2015. There were 54% of all students that experienced above expected growth, 31% experienced below expected growth and 15% experienced negative growth from Year 5 2013. This indicates that between Year 7 and Year 9, more students were enabled to achieve above expected growth in Numeracy in the middle bands from the below expected growth group for all of Year 7 2015.

When Year 9 2017 scaled student growth is mapped against state averages, the school is doing well in growing all students' scores in the middle and top bands, particularly in Writing and Numeracy. Results in the lower bands need significant investment of time and resources.

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	2.3	37.7	30.8	24.6	2.3	2.3
School avg 2015-2017	4.0	35.9	36.2	17.7	4.1	2.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Finally, looking at changes in numbers of student band score changes from Year 7 2015 to Year 9 2017, there are significant numbers of students moving into the middle bands in Reading, Spelling, Grammar and Punctuation and Numeracy. Writing remains the area where student growth was weakest. This report is designed to inform pedagogy and not to comprehensively prescribe the strategies to improve NAPLAN results. Each teacher needs to consider the data evidence outlined here and apply this knowledge

within their own curriculum areas.

The improvement in the middle band students that is explicit and focused on targeting assistance to all students at their level of need is crucial in developing both short term positive NAPLAN results and long term literacy and numeracy results, particularly in Stage 6.

Key Recommendations 1. Inference – Reading comprehension stands out as an opportunity to improve test results, with this issue

identified in both literacy and numeracy testing. Whole-school based activities, centred around reading for understanding (including mathematics) not just content, vocabulary building and writing for purpose and audience is crucial.

Metalanguage – Metalanguage is the language of talking about language. It is not ‘subject specific terminology’. It means that within each KLA students need to understand how to identify and analyse specialist KLA language. This involves students learning the vocabulary of each specific KLA (‘terminology’) but also, using the metalanguage to discuss how meaning is created in texts across all KLA’s. Explicit teaching of the specific language of a subject and

associated text structures is critical. Although we acknowledge that each subject has its own metalanguage/terminology, we recommend that all subjects explicitly teach the metalanguage of English i.e. nouns, adjectives etc.

Punctuation and grammar – Teaching of correct punctuation and grammar represents a ‘quick fix’ opportunity to affect improvement in student test results. This may require training for non-English Faculty staff to create effective classroom strategies.

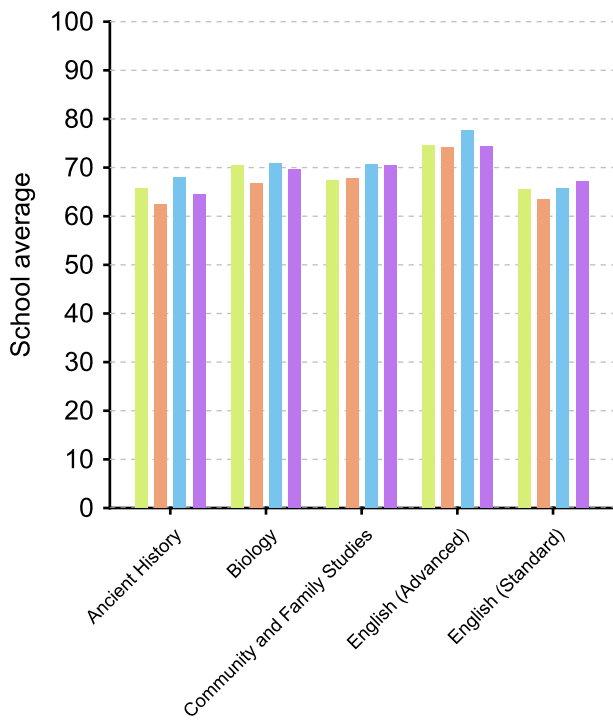


Higher School Certificate (HSC)

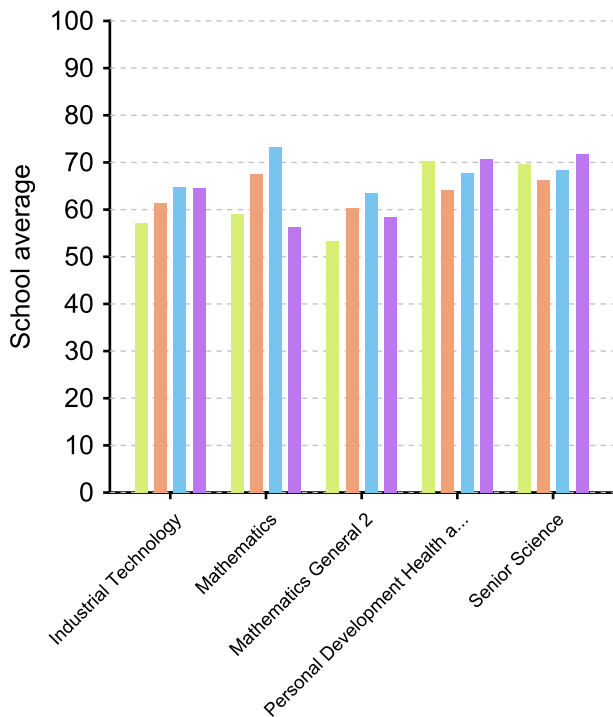
Key Findings

Of the 290 band results for the 2017 cohort, 24 of them were in the top 2 bands. A majority of student band results were in bands 3 and 4. Twelve students were recognised as top achievers (in bands 5 or 6), with 6 of these students achieving these bands in multiple subjects. One student was recognised as a Distinguished Achiever.

Two of 29 subjects examined at the 2017 HSC were significantly above the state average for that subject. Two subjects were slightly below state average and 25 subjects were significantly below state average. However, when compared by standardised scores (Z-scores), 22 of 29 subjects were within one standard deviation below state average, while only 6 subjects were more than 1 standard deviation below state average. This shows that a majority of subjects are within striking distance of achieving success at the HSC.



Biology	70.5	66.8	70.9	69.6
Community and Family Studies	67.4	67.8	70.7	70.3
English (Advanced)	74.5	74.2	77.6	74.3
English (Standard)	65.5	63.4	65.6	67.1
Industrial Technology	57.1	61.4	64.8	64.6
Mathematics	59.0	67.4	73.2	56.3
Mathematics General 2	53.4	60.3	63.6	58.5
Personal Development Health and Physical Education	70.3	64.1	67.7	70.8
Senior Science	69.7	66.3	68.3	71.8



Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	65.8	62.3	68.1	64.4

- Comparisons to similar school groups either were very positive for a majority of subjects, with 15 subjects at OFHS above or well above SSGs for all or a majority of the period 2012 to 2017.
- Trends in HSC results over the period 2010 to 2017 show that subjects in Creative Arts and PDHPE have performed most consistently. There have been fluctuating results in English, HSIE and TAS subjects, while results in Mathematics General 2 and Mathematics Extension 1 and Chemistry and Physics have trended below state and SSSG averages for several years.

Parent/caregiver, student, teacher satisfaction

In 2017 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.

On almost all measures in this report, Year 9 students are the most disengaged with learning at this school. They do not see a clear pathway to a post school career and they are most likely to lose interest and motivation in learning in Stage 5. This disengagement from learning was marked by boys lacking genuine interest and motivation and from girls feeling less positive about their relationships with their teachers.

In their open-ended question responses, students found English, Maths and Science challenging. There was a desire for more group work and more practical or hands on tasks in learning. Some students expressed boredom at school.

Students generally felt safe at this school. This is supported by the parent responses to the *Partners in Learning* survey. However, in the term 3 2017 survey at

least one third of students responses indicated they had been subject to moderate to severe physical, social or verbal bullying or were bullied over the Internet.

Teachers are generally more positive about the learning culture of the school than students. Year 7 students are more positive about aspects of the school than students in Years 8 and 9.

Teachers strongly felt that the technology in the school needs to be significantly improved to help engage learning. There was also a strong emphasis on building students' resilience. Teachers commented positively on professional learning opportunities and would like a greater focus on independent learning and discipline. Interestingly, teachers also wanted more interactions with parents to involve them in their child's learning progress.

Parents of Year 7 students are positive about the school culture, learning environment (*"The school currently has terrific programs and learning experiences"*) and feeling welcome in the school. However, very low percentages of parent responses had talked with a teacher or attended a meeting about their child's progress or social functions at the school. There was a desire for building student resilience, more practical activities and more innovative teaching practices.

Recommendations

Address lack of interest and motivation to learn in Year 9. Through focus group discussions, establish what factors are creating these learning blockages. Develop innovative practices and procedures to significantly engage Stage 5 students' in meaningful and relevant learning at this school.

Investigate and address the reported incidence of bullying in the school. In partnership with student bodies and parents, develop processes to address and reduce significantly this issue.

Improve the functionality and access to ICT in teaching and learning for both teachers and students.

Increase teacher professional learning in the use of data to inform teaching practices. Embed this practice as part of the function of a teacher in this school.

Investigate ways to increase and maintain the participation of parents in the progress of their child's education at this school.



Policy requirements

Aboriginal education

In 2017 the Oak Flats High School Aboriginal Education Team lead projects to improve Aboriginal education at the school. The employment of our Aboriginal Community Liaison Officer (ACLO) in combination with the team provided some outstanding activities and programs to assist the Aboriginal Students at Oak Flats High School

The Learning and Support Teachers have worked closely with the ACLO and Aboriginal students and their families to establish and review the Personalised Learning Pathways for all Aboriginal students. This has led to some significant and improved learning outcomes and attendance patterns at OFHS.

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.

These programs are listed below

Personalised Learning Pathway – Meetings with Parents and students commence and Plans established / reviewed. Programs that run throughout the year – Active Citizens group – Illawarra Police, Cultural Painting, AIME Mentoring, Sista Speak, Bro Speak, NRL – School to work program, I proud, Qantas Traineeship program,, Illawarra Retirement Trust – Traineeship, In2 University – Wollongong University Indigenous program, Illawarra Aboriginal Medical Service – Sexual Health Program. Southern Family Youth Services – Cultural Program with Richie Campbell, Scholarship application – Housing NSW, March – Bangara Dance Excursion. St George Illawarra and Defence Forces – Indigenous Recruitment Day, NAIDOC day celebrations and assembly, Reconciliation competitions and recognition activities.



Multicultural and anti-racism education

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

The school also has introduced other significant

programs and events to promote multicultural acceptance and inclusivity. Harmony Day activities in which the school celebrates diversity, acceptance and inclusion take place in Term 1. The school is also a "White Ribbon" school that promotes inclusivity, acceptance and most importantly respectful relationships.