

# Oak Flats High School

## 2019 Annual Report



8906

## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

Oak Flats High School is a highly successful comprehensive school with a long history of academic achievement together with excellence in student leadership, sport, and the creative and performing arts. We foster a strong school spirit, with broad, creative and relevant programs that encourage students from Year 7 to 12 to reach their full potential. I am proud to lead a school that is focused on meeting individual learning and wellbeing needs and ensuring every student is known, valued and cared for.

At Oak Flats High School we value students for their individuality, and we are committed to preparing students to take their place as responsible and active community members, building the knowledge and skills they will need for a positive post-school pathway.

We provide a friendly environment where students feel safe and secure, a broad curriculum and modern facilities including state-of-the-art technology, a fully equipped performance hall, dance and drama studio, commercial kitchen, demonstration farm, and an Information Centre focused on 21st century learning skills.

As your local community high school we deliver an excellent secondary education focused on ensuring every student can experience success. Diverse, differentiated and flexible teaching programs set clear standards for learning while our inspiring and passionate teachers dedicate themselves to ensuring that all our students aspire, achieve and succeed.

We are a dynamic, caring, learning community where students can achieve according to their abilities, needs and interests.

We have had another great year of learning in 2019, and I am pleased to present to you this Annual Report as a summary of some of our key achievements as we work toward the goals in our 2018–2020 School Plan.

Angela Byron

Principal

# School background

## School vision statement

Oak Flats High School will be renowned for producing students who are respectful, resilient and responsible lifelong learners who have the essential skills, knowledge and experience to become positive contributors to a dynamic society.

## School context

Oak Flats High School (OFHS) is a fully comprehensive high school of approximately 650 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 experiences 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 86% 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Lifelong learners who reflect and grow

### Purpose

The purpose of this strategic direction is to create a safe learning environment where we build educational aspirations and empower students to be lifelong learners who prosper in a rapidly changing global community.

### Improvement Measures

Majority (Over 90%) of students transition to work, tertiary education or trade / apprenticeship.

60 % of students experience growth equal to or above expected for like school groups in NAPLAN and HSC results

Majority (over 90%) of students have growth plans that are reviewed regularly (twice a year)

### Progress towards achieving improvement measures

**Process 1:** Catering for each individuals learning needs.

This process is designed to ensure we cater for the learning needs of all students at all levels of ability.

Evaluation	Funds Expended (Resources)
<p>Review of majority of PLP's completed for current students. Incoming 2020 Year 7 students and their parents/carers completed PLPs at the transition days. Review of progress for the year across all programs was timely and honest leading to a streamlined selection of programs for 2020. End of year celebration with Elders and community was extremely successful, with increased community presence, and fantastic performances from the students.</p> <p>Events created to highlight the talent and skills of Indigenous students included NAIDOC Week and Reconciliation Day whole school celebrations. We were grateful for significant community and parental support.</p> <p>Excellent media coverage of these events by WIN news, i98.1 fm, and the Illawarra Mercury was positive recognition for the school.</p> <p>5 students out of a cohort of 62 students graduating with a HSC were Indigenous</p> <p>We had an increase of 15% in Indigenous students identifying feeling a positive connection to school in the "Tell Them From Me" survey.</p> <p>All staff had a three hour professional learning session with academics from the University of Sydney and University of NSW focusing on creating a culturally nourishing school. This was supported by workshops with staff from the Department of Education's Aboriginal Education Team. Faculties were then given time to increase the Indigenous cross-curriculum content being taught in their Stage 4 and 5 syllabus documents.</p> <p>The challenge encountered in this strategic direction was the availability of casual staff to relieve, but this was countered by the goodwill of teachers working in non teaching periods. There was an improved coverage of PLP's in 2019 compared to 2018. We anticipate that this trend will continue for 2020 towards best practice. We would recommend visiting the 2021 cohort of year 7 students at their primary schools, rather than taking place during transition at high school.</p>	<p>Relief funding and staff volunteering time to work with Aboriginal students and their family on the PLPs. Food and hospitality provided during celebrations and PLP days.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$6000.00)</li></ul>

**Process 2:** Growth, grit and determination.



## Progress towards achieving improvement measures

**Process 2:** This process will develop student resilience and enable them to reflect on past efforts and set goals for future improvement.

Evaluation	Funds Expended (Resources)
<p>Staff delivered 2 sessions on critical thinking, one on reputable news sources and one on bias and logical fallacies. Staff also delivered a session on Open-mindedness. Accountability is ready to go but we did not have time to deliver this term.</p> <p>Review of implementation will occur in 2020.</p>	<ul style="list-style-type: none"> <li>• Allowance for Process Leader</li> <li>• Magnets for teachers with Learning Intentions/Success Criteria and Learning Dispositions</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$12000.00)</li> </ul>

**Process 3:** Connecting, succeeding, thriving

This process involves wellbeing programs that support all students so that they connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p><b>Annual Milestone Evaluation</b></p> <p>The following programs were successful in supporting students needs and wellbeing this year:</p> <ul style="list-style-type: none"> <li>• Links to Learning –10 students participated and graduated with 21 Certified Qualifications –100% success. This program includes the Duke of Edinburgh with 80% of the students completing this.</li> <li>• Shine Program –approximately 20 students participated over the year. The program was successful in meeting student needs which was evaluated through surveys and individual interviews. 20% of students self-referred to join this program.</li> <li>• Strength Program was highly successful in meeting the needs of the 16 boys who participated. The survey results indicated the positive responses from the participants. 3 students self referred to join this program. 80% of the participants made a positive statement that all boys should have access to this program.</li> <li>• Anti-Bullying Strategy and Code of Conduct for Students. Lessons were created for all years for Check and Connect time. Students identified types of Bullying–definitions, the Job of a students –Be an Upstander. Staff meeting powerpoint prior to student lessons –common language –staff still need to address low levels of bullying in class and not refer unless its continued and ongoing. Supported by the Dreamguards organisation and presentation–feedback indicated that this event was powerful and well received by staff and students. SENTRAL still needs to reflect warnings and consequences for bullying by all staff</li> <li>• Frontiers Program –completed over 6 months for 10 students (fully funded). 2 projects designed, implemented and evaluated –1– RSPCA Cupcake day fundraiser raised \$350 for the RSPCA– could have been advertised better with more involvement from the SRC and staff in cooking for the event. Skate Park activities– fun day designed, implemented and evaluated by 6 students (2 dropped out or had poor attendance). Evaluation showed a commitment to the program and activity – leadership skills, organisational skills, communication with community members. Unequal distribution of work load. RSPCA Project –1 students organised. this but was supported by the students from the other project. The RSPCA student improved confidence and ability to organise an event and communicate with others. This students will be a 2020 mentor for the program</li> <li>• KYUP and STEP Up Project cancelled due to a lack of student interest. Wellbeing Team will consider if we offer these projects in 2020.</li> </ul>	<p>Support received from Police and Fire Brigade who attended key wellbeing events</p> <p>Stationery and catering for programs</p> <p>Additional period allowance for Year Advisers to support their role</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Flexible Wellbeing Funding (\$10000.00)</li> </ul>

## Next Steps

As we finalise this School Plan in 2020 the remainder of our key Wellbeing programs will be evaluated by the Process Team. Check and Connect time will continue to be used to deliver interactive lessons on key aspects of our wellbeing and learning programs.



## Strategic Direction 2

Teaching practice that is innovative and engaging

### Purpose

The purpose of this strategic direction is for all staff to work collaboratively in developing innovative teaching practices where teacher reflection informs practice.

### Improvement Measures

All staff will complete professional learning in Visible Learning research and classroom practice.

All staff will be trained to use SCOUT to reflect and improve on their teaching practice.

Achieve a combined effect size of 0.7 for aspects of visible learning and creative pedagogies (Feedback, Clear Learning Intentions, Success Criteria, Student Centred Learning Pedagogies).

### Progress towards achieving improvement measures

#### Process 1: Visible learning

A focus on creating stronger classroom practice through clear learning intentions, success criteria and explicit feedback to students and teachers about their teaching.

Evaluation	Funds Expended (Resources)
Learning Intentions and Success Criteria (LI & SC) are being used by the majority of staff in one or more of their classes. Data collection reflected that students have a better understanding of what they are learning when LI/SC are used. Visible Learning (VL) rounds implemented and widely engaged in by staff. Timetabling constraints and availability of casual relief impacted further uptake. Walkthroughs by senior executive yet to consistently occur.	Professional learning time for LI/SC Cover for Visible Learning rounds <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$35000.00)</li></ul>

#### Process 2: Visible Learning – Professional Learning for Staff

Evaluation	Funds Expended (Resources)
All staff participated in a whole day professional learning with an expert in Visible Learning from Corwin.  All staff who submitted an expression of interest to participate in VL rounds have had an opportunity to complete this learning, and some staff have completed two rounds. Feedback from staff participating was 100% positive.	Casual relief for VL rounds. Workshop fees for Corwin. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$35000.00)</li></ul>

#### Process 3: Use of data to improve teacher practice and student learning

Evaluation	Funds Expended (Resources)
Only a small number of permanent staff have not completed Scout training.  Extensive use of the Data Manager services to support School Plan Process Teams and whole school planning.	Training provided by CESE at no cost. Additional costs for teacher relief.  Employment of a 0.2 Data Manager. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$15000.00)</li></ul>

### Next Steps



A more structured approach to Senior Executive Walkthroughs will be introduced in 2020. A decision was made not to move on to focusing on assessment-capable learners so we could consolidate the work being done on LI/SC and implementation of the learning dispositions.



### Strategic Direction 3

Developing a school culture based on high expectations and continuous improvement.

#### Purpose

The purpose of this strategic direction is to provide a framework that builds the capacity of future leaders and enables the OFHS community to grow and prosper through strong leadership and innovative use of resources.

#### Improvement Measures

30% improvement in scores in TTFM survey data related to valuing school outcomes (an indicator improved expectations and aspirations).

Increased number of leadership roles available to staff and students at OFHS

#### Progress towards achieving improvement measures

**Process 1:** Developing a culture based on high expectations.

Create opportunities to promote the school and develop the aspirations of the students and their families to further support students to learn and grow.

Evaluation	Funds Expended (Resources)
<p>The program was highly successful with positive feedback from each of the three partner primary schools. More formal evaluation will be conducted in 2020 to give guidance to future projects.</p> <p>The Oak Flats Community of Schools received the Executive Director's Award for Excellence during Education Week, acknowledging our innovative work in transition programs.</p>	<p>Years 4 &amp; 5 Transition funds for casual relief, travel and resources.</p> <p>Transition Coordinator position</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$25000.00)</li></ul>

**Process 2:** Streamline and strengthen systems that support teaching and learning.

Ensure that we have the resources available so that staff can focus on the core business of teaching and learning..

Evaluation	Funds Expended (Resources)
<p>Team worked with Sentral to revise the way excursions are applied for and managed. No direct complaints about the excursions module, which seems to be easier to use now and staff have understanding of the approval flow.</p> <p>Team are investigating the purchase of a flat screen monitors to install in strategic locations around the school to assist with communication. They will include daily messages and information about sport and other school activities.</p>	<p>Nil required</p>

**Process 3:** Building strong leadership for students and staff.

Leadership that promotes reflection, where staff analyse their impact and the evidence that supports progress against best practice.

Evaluation	Funds Expended (Resources)
<p>The structure for a broader and more inclusive approach to providing leadership opportunities for students beyond the SRC has been developed for implementation in 2020.</p> <p>All SRC students have participated in a leadership workshop and planning</p>	<p>Funding for leadership workshop and planning day for Student Representative Council</p> <p><b>Funding Sources:</b></p>

## Progress towards achieving improvement measures

day to support them to further develop their leadership skills.

- Socio-economic background (\$3000.00)

## Next Steps

Student Leadership Framework to be implemented in 2020.

Focus on opportunities for staff to be leaders at all levels in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employment of an Aboriginal Community Liaison Officer</p> <p>Funds for celebrations – NAIDOC Day, Reconciliation Day and end of year concert by Aboriginal students</p> <p>Staff professional learning – meeting the needs of Aboriginal students, implementing Aboriginal perspectives, becoming a culturally nourishing school</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$80 000.00)</li> </ul>	<p>We were pleased that we had much higher numbers of Aboriginal family members and Elders joining us for events.</p> <p>Most PLPs have been completed thanks to the staff who volunteered their time for this.</p>
<b>Low level adjustment for disability</b>	<p>Funding has been used to provide School Learning Support Officers to students requiring additional in-class support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$180 000.00)</li> </ul>	<p>All staff have completed training in how to access student plans in Sentral. Teachers were also given time during a professional learning session to review all of the plans for students in their classes.</p>
<b>Socio-economic background</b>	<p>See School Plan Strategic Directions section of this report.</p>	<p>See School Plan Strategic Directions section of this report.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	396	375	365	348
Girls	403	378	323	298

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.7	94.4	90.6	92.3
8	88.8	92.1	86.8	89
9	87.1	91	87.9	87.3
10	86.7	89.2	85.4	87.7
11	87.7	90.9	86.6	87.5
12	89.6	89.6	87.1	87.1
All Years	88.8	91.2	87.4	88.5
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	11	14
Employment	7	11	34
TAFE entry	2	9	19
University Entry	0	0	27
Other	2	1	6
Unknown	1	1	0

## Year 12 students undertaking vocational or trade training

31.65% of Year 12 students at Oak Flats High School undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

95.3% of all Year 12 students at Oak Flats High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.





## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.3
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	16.88
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	804,644
<b>Revenue</b>	10,768,694
Appropriation	10,600,483
Sale of Goods and Services	27,655
Grants and contributions	137,873
Investment income	1,087
Other revenue	1,595
<b>Expenses</b>	-10,755,683
Employee related	-9,861,208
Operating expenses	-894,476
<b>Surplus / deficit for the year</b>	13,010

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,696,183
<b>Equity Total</b>	1,194,523
Equity - Aboriginal	78,663
Equity - Socio-economic	754,739
Equity - Language	0
Equity - Disability	361,121
<b>Base Total</b>	6,608,833
Base - Per Capita	170,465
Base - Location	0
Base - Other	6,438,368
<b>Other Total</b>	713,901
<b>Grand Total</b>	10,213,440

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

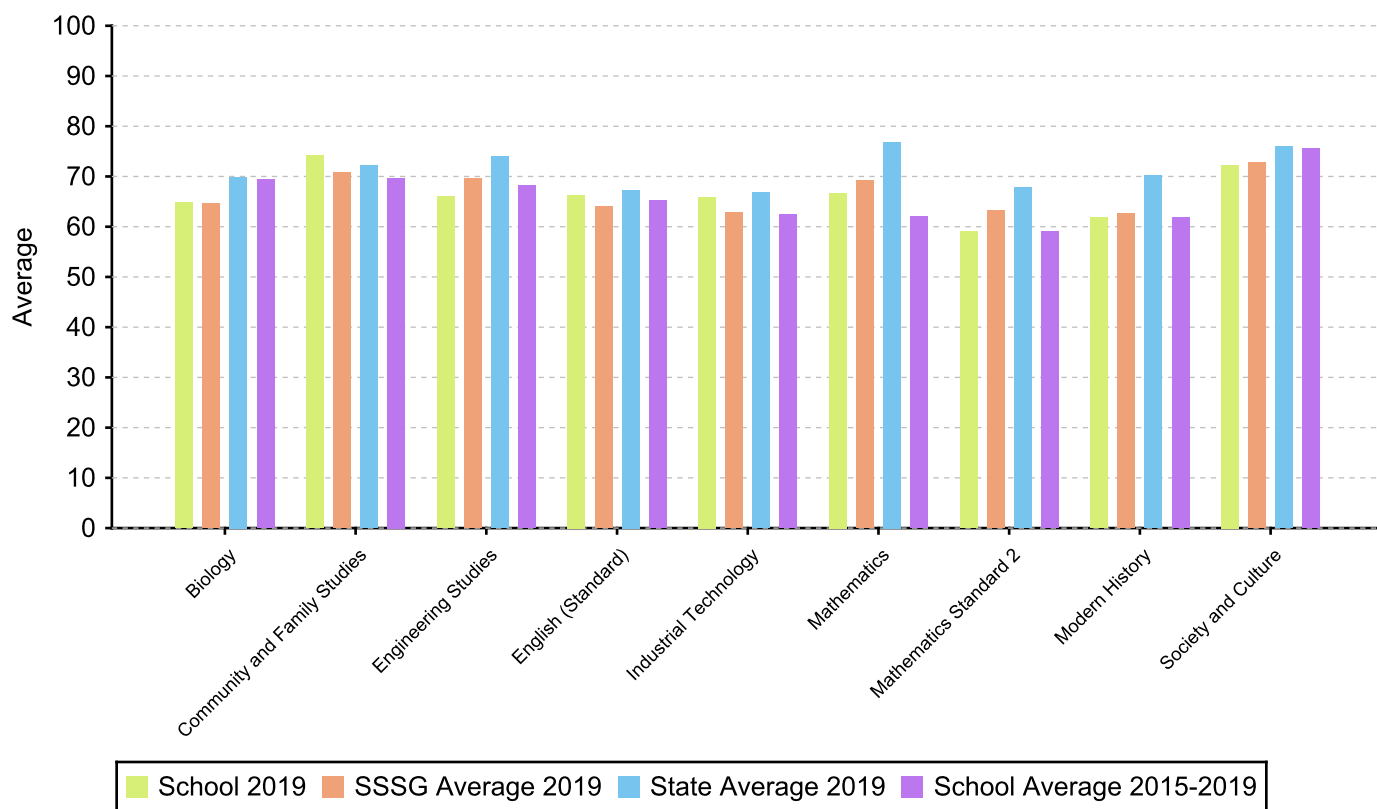
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.



## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	64.9	64.7	69.9	69.3
Community and Family Studies	74.1	70.8	72.2	69.7
Engineering Studies	66.0	69.7	73.9	68.2
English (Standard)	66.3	64.1	67.3	65.2
Industrial Technology	65.9	62.8	66.8	62.4
Mathematics	66.7	69.2	76.9	62.1
Mathematics Standard 2	59.1	63.3	67.7	59.1
Modern History	61.8	62.7	70.2	61.8
Society and Culture	72.3	72.8	75.9	75.5

# Parent/caregiver, student, teacher satisfaction

## Students

Selected students were surveyed through **Tell Them From Me** in both terms 1 and 3 of 2019. Data in Scout indicated that 54% of students felt there was an advocate for them, that is, someone who consistently provided encouragement and who they can turn to for advice. Boys felt this (60%) more strongly than girls, and 46% of Indigenous students felt this way. Eighty percent of students had expectations for success at Oak Flats High School, with that expectation highest in Years 7 and 10. This was a significant increase on previous years, where this level had been at 68%. Again, boys felt this slightly more than girls, and 71% of Indigenous students felt this way. In terms of a sense of belonging, 64% of students overall had a sense of belonging in the school, with Year 7 (94%) and Year 12 (80%) being the highest. Boys had a slightly greater sense of belonging (81%) than girls and Indigenous students (71%) felt they belonged at this school. In each of these three measures, the schools' students responses were at or above Statistically Similar School Groups (SSSGs) and the Indigenous student sense of belonging in 2019 was above both SSSG and State percentages.

In the term 3 TTFM report, 30% of students had improved scores for the skills and challenges levels that allow them to be challenged and engaged in the learning environment. These students felt they were experiencing learning flow. Forty-two percent of student responses showed they were not confident of their skills in English, Maths and Science and were possibly anxious about their learning abilities in these areas. This was slightly above the NSW government school norm of 40%.

The term 3 student survey also allowed the school to pose some questions relevant to current school learning initiatives for students to answer. These questions were framed around Learning Intentions and Success Criteria, and Feedback from teachers. Numerically, 198 students said their teachers were using learning intentions and success criteria either regularly (70), intermittently (40) or sometimes in different classes (88). Of the 408 students who responded to the feedback question, 164 said they received verbal or written teacher feedback during a task, while 144 said they received verbal and written teacher feedback at the end of a task, and 100 students said they received feedback through written semester reports.

## Parents

The TTFM Partners in Learning parent survey was conducted in term 3 2019. Highlights from this survey (where parent responses were at or above the NSW government norm) include that:

- Parents feel welcome when they visit the school;
- Information from the school is written in clear, plain language, especially reports; parents were confident that if there were concerns with their child's behaviour at school they would be immediately informed and that in fact they were well informed about their child's behaviour at school
- Parents encourage their children to do well at school;
- Parents believed that teachers expect homework to be done;
- Parents felt that teachers expected their child to pay attention in class; that their child was clear about school behaviour rules;
- Their child felt safe travelling to and from school;
- School staff take an active role in making sure all students are included in school activities;
- The subjects their children wanted to study were available at this school (81%);
- Fifty percent of respondents agree or strongly agreed they would recommend this school to primary school parents;
- They were satisfied with general communication from the school (69%);
- The most useful forms of communication from the school when discussing their child were telephone calls(88%), informal meetings (87%) and emails (81%);
- A majority (69%) expected their child to complete Year 12 studies;
- A large majority (81%) felt that the school's physical environment was welcoming, and a further 75% found the access and ease of movement around the school was good.

## Teachers

The TTFM Focus on Learning teacher survey was conducted in term 3 2019. Highlights from the report (where teacher responses were at or above the NSW government norm) include that:

- The school leaders help them establish challenging and visible goals for students; that school leaders create a safe and orderly environment and that they support teaching staff during stressful times;
- Teachers collaborate with each other to give helpful feedback about their teaching; that they share strategies that increase student engagement, including lesson plans and other materials; that teachers openly discuss assessment strategies with each other; that teachers discuss particular student learning problems with each other and that teachers discuss learning goals with others;
- Teachers monitor the learning progress of individual students and they set high expectations for student learning;



- Assessments help them understand where students are having difficulty, and that they give feedback to students on how to improve performance on formal assessments;
- Teaching strategies used link new concepts to previously learned skills and knowledge, and they try to use two or more teaching strategies in most lessons. Teachers also discuss with students ways to increase their learning;
- Students have ample opportunities to use computers and other interactive technologies to describe relationships between ideas and concepts, to analyse, organise and present subject matter. Teachers felt that they actively helped students to use such technologies and to overcome barriers to using them.
- Teachers felt that they are regularly available to help students with specific learning needs, and that they strive to understand the needs of these students, including them in class activities and allowing them to work at varying paces.
- Teachers establish clear expectations for classroom behaviour overall;
- Teachers work with parents to help solve problems interfering with their child's progress;
- Teachers felt that they discuss the learning goals for the lesson in most of their classes and that students are clear about what they are expected to learn. Teachers also said they discuss their lesson learning goals with other teachers and they provide work samples to students that represent the common grade scale;
- Teachers give students regular feedback about their work and that this feedback brings students closer to achieving their learning goals and improve their performance in formal assessment tasks;
- A majority (69%) of teachers felt that school leaders were leading improvement and change in this school and that the vision for this change is clearly communicated (78%);
- Numerically, 18 teachers (out of 27 respondents for this question) said they used learning intentions and success criteria either regularly or intermittently in their classes; 31 teachers said they were giving students verbal or written feedback about their learning during a task; and 38 said they did so at the end of a task.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

