

Oak Flats High School Annual Report



2018



8906

Introduction

The Annual Report for **2018** 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 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

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. In 2018 all members of the Executive, teaching staff and School Learning Support Officers participated in Foundation professional learning in Visible Learning. This research-based approach to teaching and learning will form the focus for our school in coming years. Teachers have commenced using Learning Intentions and Success Criteria to assist students to become more focused as learners. All staff have also participated in follow up professional learning meetings after school to continue developing our understanding of this important learning initiative. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and providing ideal conditions for student learning. This was supported through the introduction of the Check and Connect program, designed to support our students to develop a growth mindset and become more independent learners. 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. All of the Executive Team have had training in the use of the Department's Scout data management system to inform whole school planning. Most teaching staff have completed online training to access Scout data to assist in differentiating learning for their classes, and representatives from each faculty participated in a professional learning session on using data with confidence with an officer from CESE. 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 has 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 School Plan and is committed to our school vision. A distributed leadership model has been developed that provides leadership opportunities to staff at all levels to lead processes linked to our school plan. All members of our staff are part of a School Plan team, and meet regularly to monitor progress on set

improvement measures. We are responsive to community expectations and aspirations, and have worked on improving communication about our school to parents and the local community. A process of rebranding has commenced with the modernisation of our school logo, and seeking samples for new uniform options. The school has assessed itself as delivering 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

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.

Overall summary of progress

Oak Flats High School students and staff have begun a commitment in 2018 to being lifelong learners who reflect and grow. Significant time and effort has been invested in building the resilience of learners at our school. This has supported the Visible Learning Team whose work is the cornerstone of the continued development of a positive and successful learning culture at Oak Flats High School. One of the great strengths of our school is that we can provide individualised attention to all our learners in a supportive environment. To ensure an ongoing whole school focus Strategic Direction One has worked towards achieving goals across three important areas; developing sustainable systems and processes for the implementation of all individualised learning plans, developing a strategic and planned approach to fostering growth, grit and determination within our learners and providing wellbeing programs that meet the needs of our students improving their educational outcomes.

The goals and milestones for Process One were fluid for sometime at the beginning of 2018 as this team tried to establish where their energies should be focused to support the writing and implementation of individualised learning plans. By the end of Term 2 the team had made little progress towards their milestone targets which focused on writing and updating individual plans which was already being completed by the LaST and the Learning Support Team and plotting students on the literacy and numeracy progressions. However, with the inclusion of the LaST on this team at the beginning of Term 3 saw a change of direction for the Team as they focused on supporting staff in the easy access and implementation of plans. The development of class focused information for easy teacher access has seen an improvement in meeting the learning needs of our students.

The growth, grit and determination team worked tirelessly to develop an effective and logical approach through a series of lessons and activities to encourage students at Oak Flats High School to practice and develop the skills of lifelong learners. These activities included goal setting, developing good learning habits and reflecting on achievement. An evaluation of the program that included surveys and focus groups showed this program was having a positive impact on learners resilience.

The wellbeing team have worked well towards achieving their goals in 2018. The team has focused on ensuring the inclusion of the Department of Education's Wellbeing Framework in the policies and procedures of our school. Most of the wellbeing programs have been evaluated for impact with entry point and exit point data collected. This will allow the team along with the Senior Executive to make decisions about the future directions of wellbeing programs based on valid and reliable evidence. This will mean that resources are focused on programs providing the most support for students and their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Majority (Over 90%) of students transition to work, tertiary education or trade / apprenticeship.	<ul style="list-style-type: none">• HSC Hub Tutors – tutors in place everyday, every period (Socio-economic \$20000)• Operational Funding \$4375.00• Pathways Officer \$20000	87% of Year 12 students in 2018 transitioned to work, tertiary education or trade / apprenticeships. An additional 6% of students did not report their post-school pathway.
60 % of students experience growth equal to or above expected for like school groups in NAPLAN and HSC results	<p>Extra staff</p> <ul style="list-style-type: none">• 0.2 increase in LaST• 0.2 Data Manager• 0.35 targeted Growth teaching staff• SLSO staff timetabled to assist students and staff• 1.0 FTE Year 7 dedicated	<p>Growth data from Year 7 NAPLAN – at or above expected growth</p> <ul style="list-style-type: none">• Reading 42.3% (SSSG 43.9%)• Writing 48.5% (SSSG 52%)• Numeracy 55.7% (SSSG 63.3%) <p>Growth data from Year 9 NAPLAN– at or above expected growth</p> <ul style="list-style-type: none">• Reading 57.9% (SSSG 64.6%)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60 % of students experience growth equal to or above expected for like school groups in NAPLAN and HSC results	SLSO <ul style="list-style-type: none"> • proportion of costs associated with backfilling HT Teaching and Learning and DP3, 0.2 Data Manager • Socio-economic background (\$9875.00) • Integration (\$10700.00) • Principal Support (\$2500.00) • Extra staff backfilling of Head teacher Teaching and Learning and Deputy Principal 3, HSC Hub Tutors – tutors in place everyday, every period. • Socio-economic background (\$2000.00) • Operational Funding (\$4375.00) • Extra period Allocation to Year Advisors throughout the year – Flexible Wellbeing (\$3625.00) 	<ul style="list-style-type: none"> • Writing 54.5% (SSSG 48.9%) • Numeracy 72.7% (62.8%)
Majority (over 90%) of students have growth plans that are reviewed regularly (twice a year)	Check and Connect team allowance \$3750 Socio-economic funding	Students have been working on developing growth plans during Check and Connect lessons. This will continue in 2019.

Next Steps

In 2019 the work of this Strategic Direction will remain the development of lifelong learners that reflect and grow some processes in this Strategic Direction will change their focus to reflect the achievement of goals and new systemic directions while others will remain focused on their current work.

Process One will change its focus to supporting Aboriginal learners of Oak Flats High School with the aim of continuing to close the gap in literacy and numeracy. This team will work to ensure that all Aboriginal students have a Personalised Learning Plan (PLP) and that these plans are updated annually. The team will also coordinate whole school events focused on reconciliation and cultural acknowledgement. The team will also evaluate participation in Aboriginal education programs to allow the school to make more informed choices on which programs most benefit our students.

Process Two will continue to work on the growth, grit and determination of learners at Oak Flats High School by refining and updating the delivery of lessons and activities to build on the foundation set in 2018. Members working in this process will also support the introduction of and the professional development of staff towards the incorporation of learning dispositions as part of the schools Visible Learning journey.

Process Three will now begin the difficult task of acting on the data collected in 2018. Their focus will be to ensure the resources that are used to support the wellbeing of students are allocated in the most effective way, providing maximum impact for our students resulting in improved educational outcomes for all students at Oak Flats High School

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.

Overall summary of progress

Visible Learning started in Term 2 with the whole staff engaging in a Foundation Day course delivered by Corwin. This presentation sparked interest in the staff at Oak Flats High School who are always keen to have a positive impact on learning. Staff were also interested in devoting their time to strategies that have been proven to have a positive effect on learning rather than those areas with a lower effect size.

The executive were then involved in the Evidence into Action professional learning which consisted of an initial day where we decided on how we were going to collect our school evidence. From this day, the rest of Term 2 and the start of Term 3 saw the Visible Learning team highly active in collecting our baseline data. Data was collected in a variety of ways, from video diary, walkthroughs and interviews, focus groups and calculating our effect sizes. Collating this data allowed the executive to narrow the focus and decide on a starting point when we came back together in Term 3 for Evidence into Action Day 2 training. Here we developed our aspiration statement, which is that all staff and students at Oak Flats High School can articulate and demonstrate the characteristics of lifelong learners. We want the students to understand what they are learning, how they are going, and where they will go next, and can interpret assessment results and act on this understanding.

During Term 4, 2018 we revisited our Foundation Day training at whole school staff meetings and encouraged a common language of learning. Learning intentions and success criteria were introduced to staff with posters developed for interested staff. This was largely distributed by the Visible Learning team who were encouraged to share their experiences at the Faculty level. All staff were encouraged to experiment with Learning intentions and success criteria and asked to share their experiences in a mini Pecha Kutcha afternoon.

During Term 4, the Visible Learning Team also started consultation with staff around Learning Dispositions. This work merged with work being done in Strategic Direction 1 and therefore these teams needed to work together and streamline information for staff. This work will carry into 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will complete professional learning in Visible Learning research and classroom practice.	Professional Learning costs. Resource development. Proportion of costs associated with backfilling HT Teaching and Learning – \$3000 Socio Economic background. Visible Learning training for all staff, and Executive sessions \$20000	All teaching staff and SLSOs completed the Visible Learning Foundation Day course. The Executive Team also completed 2 days of follow up Evidence into Action training to support planning, implementation, data collection and analysis of Visible Learning. Follow up professional learning has included sessions at staff meetings and Twilight professional learning events attended by all staff.
All staff will be trained to use SCOUT to reflect and improve on their teaching practice.	\$3000 from Socio Economic background to cover casuals for staff training. Proportion of costs associated with employment of a Data Manager to support school self-evaluation, data management and staff	90% of teaching staff and 100% of Executive staff have completed online training to gain access to Scout. The Executive Team have completed two advanced courses in using Scout data led by an expert from the Centre for Education Statistics and Evaluation. 12 teachers from across faculties also completed the Using Data with Confidence course to assist in developing data analysis skills using Scout to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will be trained to use SCOUT to reflect and improve on their teaching practice.	understanding of data \$21000.	improve classroom 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).	\$3000 from Socio Economic background to cover casuals for staff training. Proportion of costs associated with employment of a Data Manager to support school self-evaluation, data management and staff understanding of data \$21000.	Baseline data has been gathered and will be used for progress analysis in 2019.

Next Steps

In 2019, the focus of the Visible Learning Team remains on developing assessment capable visible learners at Oak Flats High School. We will start the year building on the momentum from last term around learning intentions and success criteria (Term 1 Staff Development Day) and the learning dispositions (Twilight sessions in Term 1).

Visible Learning Rounds will be established and rolled out to interested staff members. This professional learning opportunity will have a positive influence on our teachers as they observe others using learning intentions and success criteria with students at our school.

During Term 2 and 3 data will again be collected, and comparisons made to the base line data from last year. We will also collect baseline data around feedback prior to undergoing professional learning with Corwin at the start of Term 4 on feedback.



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.

Overall summary of progress

A large part of the work undertaken within Strategic Direction 3 in 2018 has been around bridging the disconnect between community misperceptions and the realities of learning and student life at Oak Flats High School. The initial steps undertaken in doing so were to gain a thorough understanding of how our community feel about our school. This was done by engaging staff from the Department of Education's Community and Engagement team to canvas our community members for their views, through both community consultation and focus groups with parents/carers of students within the Oak Flats Community of Schools including Albion Park Rail Public School, Balarang Public School, Oak Flats Public School and Oak Flats High School. Members of the Communication and Engagement team collated their findings into 8 key themes: Reputation; Discipline and Values; Student Welfare and Wellbeing; Executive Leadership and Teacher Quality; Programs, Pedagogy and Academic Outcomes; Parent and Community Engagement; Activities with Feeder Primary Schools; and Communications Channels. Oak Flats High School staff have engaged with the findings within each of these themes through a series of tailored professional learning sessions in which staff identified what aspects were perceived problems and how they could be addressed through more effective, targeted communication of the reality, as well as what aspects were real problems and what structures we as a school can put in place to rectify them. Furthermore, a working team were guided through the process of evaluating how we communicate with the community about our school and developed a series of key messages that will help to focus our communications to present the reality of learning and student life at Oak Flats High School to our community moving forward.

To complement this process we have re-branded the school corporate image with a contemporary new logo as a visual signal to the community that we are serious about our role in our community as a place of learning. This new school image combined with our key messages communications framework is already having a positive impact on community perceptions of our school and now more clearly conveys the reality of life and learning at Oak Flats High School. We look forward to implementing the new logo into what will soon be an expanded suite of uniform options in 2020.

In addition, the Process 1 team has worked hard to continually improve links with our Community of Schools by strengthening our Transition programs. In 2018 we expanded our offerings to include activities for Years 4, 5 and 6. These programs in 2018 included STEM Robotics, Fibre Art, Mathematics, Agriculture and All Codes sports. All these programs were well attended and very well received.

The Process 2 Team worked to streamline and strengthen processes in the areas of Technology and Wellbeing. Throughout the year, an audit of the school's technology was undertaken and updates to classroom technologies made to ensure a consistent level of technology operations across the school. A full review of the Wellbeing procedures implemented in 2017 were evaluated and improvements made to ensure staff were able to maximise student wellbeing through efficient and effective streamlined procedures.

Process Team 3 has worked to improve the quality of student leadership within the school, with the focus for 2018 being on further developing the School Representative Council (SRC). The student leaders engaged in training days focusing on leadership skills, public speaking and evaluated aspects of the SRC Constitution, proposing amendments to the constitution to streamline the election process whilst making clearer the roles and responsibilities of our student leaders. Training was also initiated for students interested in becoming leaders in the future as well as training for SRC nominees as part of the nomination and election process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% improvement in scores in TTFM survey data related to valuing school outcomes (an indicator improved expectations and aspirations).	Nil	The use of Tell Them From Me data as an indicator of improved expectations and aspirations of parents/caregivers and students has been of limited use due to the small number of respondents. In Term 2, 2018 we instead used focus groups with parents from the Oak Flats Community of Schools to more effectively engage with parents and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% improvement in scores in TTFM survey data related to valuing school outcomes (an indicator improved expectations and aspirations).		students. The feedback from the focus groups included indicators of higher parental and student expectations/aspirations in regards to the school environment and uniform.
Increased number of leadership roles available to staff and students at OFHS	\$11125.00 wages for additional school funded leadership positions including third Deputy Principal and Head Teacher, Teaching and Learning.	2018 was a year of consolidating the student leadership within the Student Representative Council (SRC). New student leadership roles will be created in 2019. In regards to leadership roles for staff, 2018 saw the continuation of a school funded third Deputy Principal and Head Teacher, Teaching and Learning. Additionally, numerous distributed leadership roles were created to support the implementation of the school plan with 3 Strategic Direction leaders appointed, each overseeing 3 Process leaders within their Strategic Direction. Furthermore, two staff participated in the Joining the Dots aspiring leaders program as POD leaders.

Next Steps

Looking forwards to 2019/20, Strategic Direction 3 will have a focus on fully implementing our new brand into all aspects of the school. Additionally we will implement the use and communication of our newly developed key messages to continue to bridge the disconnect between community misconceptions and the realities of student life and learning at Oak Flats High School. To help support this, we will develop a school communications strategy which will provide an effective framework for all school communications and ensure that our key messages are consistently reinforced to our school community.

The Process 1 team will, in addition to continually improving our Year 6 Transition programs, look to expand our Transition Program offerings to include programs Years 4 and 5 ensuring that these students gain positive experiences at Oak Flats High School which can enable them and their families to make informed decisions about High School and promote Oak Flats High School as the school of choice in our area. This team will also oversee the implementation of the expanded suite of school uniform with the inclusion of the new school logo.

The Process 2 team will continue its work to streamline and strengthen systems that support teaching and learning, firstly through the evaluation and review of our existing Variation of Routine / Excursion planning procedures to ensure that staff are able to plan activities outside the classroom that support learning in an efficient and effective manner, minimising the amount of time spent by staff on this process. Additionally, this team will work with the Technology Support Officer (TSO) and liaise with the school Executive in the development of a Technology Plan for the schools use and implementation of technology over the next 2–5 years.

The Process 3 team will continue with its focus on strengthening the Student Representative Council (SRC) leadership and its place as the pinnacle of student leadership in our school. The team will also look to create additional student leadership opportunities within areas of student interest including CAPA, Sports and the Environment as well as rejuvenating our House system through renewed, accountable student leadership. Additional staff leadership opportunities will also be created to mentor these additional student leaders. Furthermore, we will encourage more aspiring leaders within our teaching staff to participate in leadership programs such as Joining the Dots in 2019 to further build leadership density within our school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal Community Liaison Officer – \$67000 • AIME – Mentoring \$5000 • Student Assistance \$500 Aboriginal SLSO \$10000 • Operational Funding \$8000.00 • Aboriginal background loading (\$9 065.00) • Operational Funding (\$8 000.00) 	<ul style="list-style-type: none"> • Annual review of PLPs, PLP development for new students • Students receiving recognition awards at school based presentations and Regional Awards ceremony • In–depth data analysis of Aboriginal student performance in NAPLAN and HSC to assist in program development and evaluation • All staff have completed Aboriginal cultural awareness training with local Aboriginal community members during a Twilight professional learning session at Killalea State park • All teachers trained in location, role and use of PLPs
Low level adjustment for disability	<ul style="list-style-type: none"> • LaST staff 2.2 FTE • SLSO staff employed to assist students requiring learning adjustments \$145000 • Additional LaST and SLSO time \$40000 • (\$14 500.00) 	<ul style="list-style-type: none"> • Additional in class support provided to students identified as having learning support needs • Targeted support for students who have not met the minimum standard in literacy and numeracy • Targeted support to assist students in middle NAPLAN bands to move to higher bands
Socio–economic background	<ul style="list-style-type: none"> • Attendance Officer 0.3 FTE • Behaviour Specialist Teacher 0.7 FTE • Funding for St Vincent de Paul Breakfast programs • Funding for Student assistance • HSC Hub Tutors • Socio–economic background \$135000 • Operational Funding \$ 8000 • Socio–economic background (\$16 000.00) • Operational Funding (\$8 875.00) 	<ul style="list-style-type: none"> • Case management approach to poor attendance; working closely with HSLO and families to resolve attendance concerns • Behaviour management program focusing on students with extreme behaviours disrupting their learning has been highly successful in reducing the number of behaviour incidents for participating students • Financial assistance has been made available to families in need to pay for schooling costs including uniform, elective fees and excursions • Free tutoring is available to all Year 12 students in the school's HSC Hub



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	383	396	375	365
Girls	413	403	378	323

Our school has had a falling enrolment pattern for many years. We are working to develop a more appropriate senior curriculum to allow more students to complete Year 12. We are also working to better promote the quality education and wide range of extra curricular opportunities provided at our school. We are hoping to increase the percentage of local enrolments in Year 7 through improvements in transition programs and more effective school promotion.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.2	92.7	94.4	90.6
8	89.7	88.8	92.1	86.8
9	88.7	87.1	91	87.9
10	87.4	86.7	89.2	85.4
11	89	87.7	90.9	86.6
12	89.9	89.6	89.6	87.1
All Years	89.4	88.8	91.2	87.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Our school has excellent follow up on student attendance. Each day the roll is marked 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 handed into 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.

Partial absences and periods truanted are followed up by the classroom teacher. For partial absences, the classroom teacher asks the student to make up lost time. For truanting a whole lesson the Head Teacher and Deputy Principal are informed and detentions 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 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	1	5	7
Employment	2	23	34
TAFE entry	2	7	16
University Entry	0	0	28
Other	2	1	9
Unknown	0	1	6

In 2018, 100% of the 82 students, including 4 indigenous students, successfully attained their HSC.

53% 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.

Year 12 students undertaking vocational or trade training

In 2018, 11 of the 82 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 13% of the cohort.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 100% of the 72 students, including 4 indigenous students, successfully attained their HSC. 60% of students chose to follow an Australian Tertiary Assessment Rank (ATAR) pattern of study, enabling them to graduate to university studies post schooling.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.5
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	17.28
Other Positions	1

*Full Time Equivalent

Oak Flats High School has 3% of the staff with an 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

In 2018 three teachers were supported to finalise their professional accreditation. All staff commenced their maintenance of accreditation, and a number of opportunities were provided for in school professional learning that qualified for registered learning. In Term 4 the Professional Learning Team had the first School Development Day and Twilight Professional Learning Events for 2019 registered so all staff would receive accreditation for this learning.

Whole school professional learning was based on the strategic directions of the School Plan, and goals identified by teachers as part of their Performance and Development Plans. All staff participated in the Foundation Day for Visible Learning with experts from Corwin Australia as part of our learning focused on Strategic Direction 2.

All staff also participated in a 3 hour after school workshop on Growth Mindset, linked to improvement measures in Strategic Direction 1. This was a Community of Schools event also attended by all staff from our three partner primary schools. The aim of the combined event was to build a common approach in primary schools and our school when working with students on growth mindset, and the ideas of grit and determination.

Staff completed all mandatory training required by the Department of Education.

Staff meetings were used to supplement professional learning time, and build on learning at School Development Days and Twilight Professional Learning sessions.

All Faculties had access to a planning day, made available by using professional learning funds to employ invigilators to supervise student exams. These days had a defined agenda, and were primarily used for developing scope and sequences, teaching programs and assessments for new syllabuses.

A wide range of opportunities were available to staff to improve their skills in using data to inform their teaching and student learning. Most staff completed online training to access the new Scout data warehouse. All Executive staff participated in two half day workshops to further develop their understanding of the range of data available, and how to use this data to inform school planning and decision making. A session on Using Data With Confidence was also made available to teachers to further their understanding of using NAPLAN and HSC data to improve their teaching.

The full funding allocation of \$73357 was expended in 2018, with an additional \$25000 of Socio-economic Background funding also used to supplement professional learning for teachers, SLSOs and administrative staff.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	484,774
Revenue	10,798,644
Appropriation	10,628,500
Sale of Goods and Services	27,505
Grants and Contributions	141,374
Gain and Loss	0
Other Revenue	273
Investment Income	991
Expenses	-10,478,774
Recurrent Expenses	-10,478,774
Employee Related	-9,732,737
Operating Expenses	-746,038
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	319,870
Balance Carried Forward	804,644

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 to allocate the budget.

In 2018 the school sought feedback from parents in our school and partner primary schools. One issue identified was the look of the school, and as a result, projects were initiated to improve the front of the school, and commence refurbishing classrooms. The furniture in the Information Centre was reapplied to create spaces that are more flexible and conducive to 21st century learning.

A significant amount of the balance carried forward was to cover salaries that had not been accounted for in the change of financial systems.

Carry over funding will be used in 2019 to provide additional learning support for students in literacy and numeracy, and continue to modernise school facilities and improve the learning environment for students.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,839,289
Base Per Capita	152,827
Base Location	0
Other Base	6,686,462
Equity Total	1,165,525
Equity Aboriginal	79,647
Equity Socio economic	740,329
Equity Language	0
Equity Disability	345,549
Targeted Total	1,604,727
Other Total	427,350
Grand Total	10,036,892

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

Notice regarding NAPLAN data

An issue has been identified with the NAPLAN data that was provided to the SPaRO software for the 2018 Annual Report.

While this is being resolved schools will be unable to finalise this section of the annual report or publish the document. Further information will be communicated to all schools as soon as possible with advice regarding the Student performance – NAPLAN section of the 2018 Annual Report. We apologise for any inconvenience this may cause.

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 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

In 2018 in Reading, 57% of our students attained results in the middle bands. 34% of students achieved Band 6 in comparison to 32% Statistically Similar School Groups (S.S.S.G). 23% of students achieved Band 7 which is the same rate as S.S.S.G. Students generally performed well in questions where the band is a 4 or 5, however, as the test progresses and the questions steadily increase in higher order, our students began to struggle with the application of knowledge in Band 6,7, 8 and 9 style-questions.

In Year 7 Writing 23% of students are below national minimum standard. This is a significant increase on 2017 results 14.7%, 2016 with 21% and 2015 with 17%. Significantly, up until this year (since 2014) we have had zero students in Bands 1,2 and 3. This is the first year we have 23% of our students in these low bands. 71% of OFHS students in Year 7 achieved middle bands (5,6, and 7) in Writing. Only 7% achieved the top bands in writing.

Overall, Year 7 are below state average in all Writing areas of assessment, with the majority of the students falling into the middle bands.

In Year 9 Writing, 56% of students are below national minimum standard (Bands 1–6). This is on par with 2017 results 57%, 2016 with 59% and 2015 with 63%. Significantly, up until this year (since 2014) we have had zero students in Bands 1,2,3 and 4. This is the first year we have 15% of our students in these low bands. 40% of OFHS students in Year 7 achieved middle bands (7 and 8) in Writing. Only 5% achieved the top bands (9 and 10) in writing.

Overall, Year 9 are below state average in all Writing

areas of assessment, with the majority of the students falling into the lower bands.

This data will be used to develop our Learning Support program and assist students to improve their literacy skills.

According to the data above, the 2018 year 7 cohort has more students in bands 5 and 6, meaning that the students need more focus on fundamental skills. However, the number of students below minimum standards, i.e. band 4 has decreased. This means that we should be aware that our current year 7 students do not appear to have numeracy skills as strong as those of previous year 7 cohorts.

The year 9 2018 cohort demonstrates a similar spread of students in the bottom to middle bands. However there is a significant improvement of students in the top two bands, +3.9%. Also, there is a +7.9% improvement of the number of students in the top two bands compared to year 9 2017. Year 9 also had fewer students in the high middle band relative to their year 7 results. This demonstrates a need to target student growth in the low–middle band as concerns future year groups.

There is a –14.2% number of students in the bottom two bands between the 2017 year nine and this year's cohort. This is concordant with a net decrease in the number of students in the bottom bands and increase in the middle bands, for both year 7 and year 9 data in the last five years.

A common data trend in NAPLAN 7 and 9 for the past few years is a significantly poorer performance by female students in numeracy. This year's year 9 cohort, for example had 45% of female students in the low–middle band, and there are twice as many boys in the top two bands as there are female students in the top bands. The data demonstrates that in year 7 this cohort had reasonably similar achievement, but now more male students are moving into the top band while female students are mostly achieving middle bands.

It is evident that we need to encourage female students in numeracy to achieve in the top two bands. However, a positive trend is that in the last five years the number of female students in the bottom two bands has decreased as they shift into the middle bands.

Expected growth is the projected improvement for individual students. Over the last few years, the percentage of students at or above this projected growth has been increasing. This means that

consecutive cohorts are improving their numeracy skills more between NAPLAN 7 and 9.

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.

59% of Aboriginal students met or exceeded growth targets in Reading, and 75% met or exceeded growth targets in Numeracy as measured by NAPLAN in 2018.

In Year 9 Reading, 19% of Aboriginal students achieved in the top two bands. In Numeracy 7% were in the top two bands.



Higher School Certificate (HSC)

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

A highlight of the 2018 HSC results was the significant improvement in results in Ancient History, which was above state average, and significantly above previous school averages and the average for statistically similar school groups (SSSG). Not reported in the table below due to a small cohort, the results for Society and Culture were highly impressive, with all students in the class achieving a Band 5.

It is pleasing to note that in most courses our students are performing at above the SSSG average.

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	70.1	63.0	69.5	66.8
Biology	71.1	67.7	70.7	70.1
Business Studies	62.3	65.1	69.3	66.0
Chemistry	63.2	66.8	71.8	64.4
Community and Family Studies	67.8	68.1	69.9	67.3
Earth and Environmental Science	61.0	66.1	72.3	61.0
English (Standard)	63.8	62.6	65.0	66.6
Industrial Technology	63.7	64.4	66.2	60.9
Information Processes and Technology	60.9	69.0	72.0	60.1
Mathematics General 2	60.6	61.3	65.1	57.4
Personal Development, Health and Physical Education	69.7	66.3	69.5	69.7
Senior Science	71.5	65.8	68.2	69.6

Parent/caregiver, student, teacher satisfaction

The use of Tell Them From Me as a measure of parent/caregiver, student and teacher satisfaction has been of limited use due to the small number of respondents. We are now endeavouring to use focus groups to more effectively engage with parents and students in particular, and gain feedback that can be used to inform our future directions.

In Term 2 2018 we worked with the School Communications Directorate to conduct focus groups with parents using an independent market research company. Focus groups were held with parents from our school, and from our three partner primary schools – Balarang, Oak Flats and Albion Park Rail Public Schools. The feedback from the focus groups included:

- a significant number of positive comments about the dedication of teaching staff at the school and their willingness to provide additional support and opportunities for students
- concern about the turnover of principals at the school in recent years
- students not wearing uniform and behaving poorly in public, damaging the reputation of the school
- a need to improve the look of the school
- perceptions of bullying and violence at the school.

A team was established to address parent concerns, and improve our communication with the local community to ensure there is a more accurate perception of our school, which is a safe and happy place of learning.

We will continue to seek parent feedback in 2019 and further improve our communication.



Policy requirements

Aboriginal education

In 2018 the Oak Flats High School Aboriginal Education Team led 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 Plans for all Aboriginal students. This has led to some significant and improved learning outcomes and attendance patterns. 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 included:

- Active Citizens group – Illawarra Police
- Cultural Painting
- AIME Mentoring
- Sista Speak
- Bro Speak
- NRL – School to work program
- IPROWD project to support students entering the Police
- 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
- Bangarra Dance Excursion
- NAIDOC day celebrations and assembly
- Reconciliation Week Walk.



Multicultural and anti-racism education

Oak Flats High School has an Anti-Racism Contact Officer who manages any incidents of racism at the school. We also employ an Aboriginal Community Liaison Officer to support Aboriginal students, assist the school in building relationships with families, and build links with the local Aboriginal community.

The school also has introduced other significant programs and events to promote multicultural acceptance and inclusivity. Harmony Day is a significant event on our school calendar, celebrated with an assembly to celebrate our multicultural school population of staff and students. The assembly is followed by an international food fair and cultural performances.

The school is also a "White Ribbon" school that promotes inclusivity, acceptance and most importantly respectful relationships.