Introduction

The Annual Report for 2018 is provided to the community of Georges River College Oatley Senior Campus 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.

Anna Girginis
Principal

School contact details

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8567 3700
School background

School vision statement

Georges River College

Statement of Purpose

Georges River College has a collective responsibility to foster collaborative networks that talk together, plan together and work together. Our learning community has a clear purpose, and common goals; is driven by teacher and student improvement; and its effectiveness is measured against system frameworks.

Georges River College Oatley Senior Campus

Statement of Purpose

At Georges River College Oatley Senior Campus, we are committed to the continued improvement of teaching, learning and well-being. We work collaboratively to nurture positive relationships and provide an environment that values respect, responsibility and excellence.

We aim to develop a culture that inspires students to become autonomous life-long learners who are active and informed citizens that can embrace future challenges.

School context

Georges River College Oatley Senior Campus is a large co-educational, comprehensive high school enrolling students in years 11 and 12. We are part of a multi-campus collegiate. In 2018, the school will have 85 staff and 820 students, 74% of whom are from a non-English speaking backgrounds, including 40 international students from the Asia region.

Oatley Senior Campus has a focus on providing a quality education by differentiating the curriculum to meet the needs of all students in a Stage 6 environment. The campus has an ethos of young adult learning, which is linked to extensive student support programs in Learning Support and Student Wellbeing.

Student teacher relationships are based on Positive Behaviour for Learning. Our core values of Respect, Responsibility and Excellence underpin our school culture. They engage students, staff and the community in working together to develop confident, socially aware and involved young adults who can make significant contributions to the broader community.

Student leadership is encouraged though the SRC, student committees and prefecture that is available to all student. The campus has an active P and C and offers Parent Information Sessions on a range of topics to guide parents in offering assistance during the senior years.

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.

The school's executive considered the SEF's elements in a critical, collaborative and honest way. We wanted to consider high leverage pieces of evidence that would justify our claims – and this we found both affirming and challenging – and we wanted to consider our feedback in a culture of expecting and continuing to seek improvement. It was the belief of many that "excellence" cannot be overstated, undervalued or casually referenced; by its very nature, excellence ought to be rare.

Georges River College Oatley Senior Campus is part of the multi campus Georges River College. We are committed to our core values of Respect, Responsibility and aiming for Excellence and these underpin all aspects of school life. These values are a driving ethos which is reflected in the school's culture and its programs and practices. As a school of 820 students and 85 teaching and administrative staff, this ethos provides the rationale for our planning and direction in this
large and different context. We want students to be challenged academically and we want them to be resilient, effective citizens who embrace the changing world we live in.

In the domain of Learning, the school has worked on:

- Implementing a Visible Learning program by drawing on research to develop an understanding of the concept of Growth Mindset, mitigate factors which impede the development of growth mindset in staff and students and foster the factors that encourage a positive mindset in staff and students
- Building the skills and resilience of students and teachers to self-assess, self-reflect and self-direct
- Building the knowledge and capacity of teachers to integrate the stages of writing into learning sequences to enable students to write in a sustained manner and provide effective feedback, before, during and after the writing process.
- Draw on research to develop and implement professional learning which upskills staff to use ALARM as a teaching practice.

Evidence presented across this element shows that there are explicit systems of collaboration and feedback with an aim of sustaining quality teaching practices and to ensure the ongoing development of all teaching and executive staff. These were cited as strong, robust indicators that the school largely is Sustaining and Growing.

In the domain of Teaching, the following were cited as some of the very rich pieces of evidence that promote a positive learning culture and a strong curriculum.

- The school's professional learning program allows for the trialling of evidence-based fresh ideas directly in the classroom, in a collegial, supportive environment. Planned and targeted to specific needs, the fortnightly professional learning is collegial and team-based, and is a key feature of the school's success.
- Individual teacher' and faculty HSC data analysis
- Programs like ALARM and Growth Mindset as a major focus of staff training
- Staff engage in both teacher identified and registered professional learning to maintain accreditation.
- Develop a set of protocols and expectations which draw on best practice for faculties to redesign teaching programs.

This year we have focused some of our professional learning time on the analysis of both external and internal school performance measures. Again, the executive determined these programs, and others, as indicators that the school was Sustaining and Growing.

In the domain of Leading, the school's resource management was cited as an area of strength with significant refurbishment of the school's grounds undertaken and faculties given budgets to create modern resources and teaching and learning spaces. Good budgeting, using initiatives to enhance government funds, has seen the school's interior and exterior revamped. This is evidence of a school that expects to symbolically represent its values and expects students and staff to work and learn in aesthetic comfort.

The school culture of high expectations is a collective responsibility of all staff and driven by the leadership team. Leadership development is a core focus as we build leadership capacity by identifying strengths of staff to drive the school plan. Staff have a sense of ownership of the school plan as all are part of "strategic teams" aligned to the 3 Strategic Directions to make the school vision a reality. These are dynamic and collaborative teams, which provide opportunities for teaching staff to build leadership articulating the purpose of each strategic direction and aspiring to drive school improvement. Evidence will show that the school has used considerable resources to enrich its environment, facilities and curriculum in order to provide for the needs of students and teachers.

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. It supports a culture of high expectations where professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

In addition, this process has allowed us to identify that community engagement could be further developed with more opportunities for parents and other organisations to provide feedback on school processes and procedures.

Again, the executive generally saw the school as Sustaining and Growing.

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:

Strategic Direction 1
Autonomous Lifelong Learners

Purpose
To build student capacity that engenders high expectations and autonomy and that facilitates problem solving, critical thinking and intellectual risk taking in a challenging environment.

Overall summary of progress
The 2018–2020 School Plan was developed in consultation with the GRC Oatley school community. Extensive and intensive workshops with staff over a long period led to an agreed purpose for Strategic Direction 1 and the improvement measures we want to achieve over the life of the plan. Consultation with students and parents ratified these elements.

In strategic Direction 1, the staff were unanimous in their support for the continuation of our journey to implement John Hattie’s Visible Learning to promote student responsibility and accountability for their own learning. The emphasis this year has been on developing a growth mindset for both students and teachers. Resources were developed which explicitly identified gaps in students learning to inform teachers’ planning and students’ understanding of their learning progress. Positive feedback from these learning partnerships indicated successful progress towards a culture of student autonomy. Staff have integrated the Australian Professional Standards for Teachers to reflect on and improve their own development and teaching practice. Staff have Visible Learning as a goal in their PDP. As a school, we have engaged with professional reading and learning opportunities that builds on effective practice of Visible Learning and the Agile Learner.

There was also unanimous community agreement to continue to build on our use of ALARM for learning and pursue the use of ALARM as a teaching tool. An ALARM week was added to the school calendar during which there was explicit teaching of the ALARM response by every teacher in every subject.

Each team in Strategic Direction 1 examined how the components of their projects linked to the Schools Excellence Framework elements and evaluated their projects progress in achieving the goals, describing progress as “working towards”.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Increased proportion of students demonstrate active engagement in their learning. | $12000 | • 2 teachers were involved in the 3 Rivers project, working with other GRC college teachers to further develop Hattie's visible learning strategies  
• HSC Data and value added analysis were used as baseline data  
• Growth mindset intercessional reading circle was established. Reading and discussion proformas were developed  
• Professional learning was organised to study Neurodevelopmental Differentiation  
• Student voice feedback was provided to staff regarding visible learning strategies. Staff shared existing practice  
• A resource booklet was collated for staff reference  
• Formative and summative assessment feedback scaffolds developed to identify gaps in learning  
• Tools created that enable effective engagement with the Growth Mindset dialogue |
| Increased proportion of students demonstrate high expectations, leading to improved learning progress and achievement. | | • An ALARM week was established during which every faculty emphasised practice in extended responses using the ALARM matrix  
• ALARM data was collected for every subject for comparison and analysis next year to measure improvement |
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Increased proportion of students demonstrate high expectations, leading to improved learning progress and achievement. |                             | • Colour coded responses and sample answers were shared across the school on google drive  
• Beginners' Guide to ALARM developed to assist with the transition of new staff and cross campus teachers  
• A SWOT and PMI analysis was introduced in mid year to check progress |
| Students aiming for the HSC credential meet the national minimum literacy standards. |                             | • The first cohort for which this benchmark is relevant is Year 11 2019 |
| Students aiming for the HSC credential meet the national minimum numeracy standards. |                             | • The first cohort for which this benchmark is relevant is Year 11 2019 |

## Next Steps

- Professional Learning which upskills staff to use ALARM as a teaching practice
- Identification and mitigation of the factors which get in the way of developing a growth mindset
- Establishing a culture of evidence collection, collation and review to continually assess success, achievement, improvement and future directions
- Increased student involvement and feedback in informing future planning
- Adding Growth Mindset to the TTFM survey to collect further data
- Continued engagement with our longitudinal goal to embed ALARM and Visible Learning into Quality Teaching
- Establish ALARM Progress Awards
- Evidence sets produced which highlight the impact of projects on student learning and achievement.
Strategic Direction 2
Positive Culture of Teaching and Learning

Purpose
To enrich the quality of teacher practice where personal reflection and feedback on evidence informed practice leads to challenge, engagement and innovation for students.

Overall summary of progress
The 2018–2020 School Plan was developed in consultation with the GRC Oatley school community. Extensive and intensive workshops with staff over a long period led to an agreed purpose for Strategic Direction 2 and the improvement measures we want to achieve over the life of the plan. Consultation with students and parents ratified these elements.

From 2018 all NSW full–time, casual or part–time secondary teachers must be accredited. The accreditation requirements and processes differ depending on which stage a teacher is at. The majority of staff at GRC Oatley are currently accredited at Proficient level.

Accreditation is important because it:

• builds a collaborative, reflective and evidence–based teaching culture
• supports teachers' continuous development
• contributes to child/student achievement and wellbeing
• ensures the quality of the teaching profession
• requires teachers to have a teaching qualification, meet quality standards and keep up–to–date.

In 2018, all staff engaged in professional learning to build their knowledge of the accreditation process and have engaged with eTAMS to log their hours of Registered or Teacher identified professional learning.

Programming is an important process in the teaching, learning and assessment cycle. It enables teachers to plan for the delivery of syllabus content and improve student learning outcomes. Programming is the process of selecting and sequencing learning experiences that cater for the diversity of student learning needs in a particular year and/or stage.

In 2018, staff collaboratively developed a scope and sequence template to be implemented across all KLA’s. The scope and sequence summarises what is to be taught and the sequence in which it will be taught.

Assessment is the broad name for the collection and evaluation of evidence of a student’s learning. An audit of assessment outcomes was conducted in Term 2. This was to ensure that all student learning outcomes were assessed using both formative and summative assessment. This will allow staff to gather evidence about student achievement in relation to syllabus outcomes, enable students to demonstrate what they know and can do using different platforms and clarifies student understanding of concepts and promotes deeper understanding.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Increased proportion of staff engage with accreditation maintenance and higher levels of accreditation | $0 | • Staff engaged in professional learning to familiarise themselves with:  
• eTAMS  
• Registered hours v Teacher Identified hours  
• Types of Accreditation (Proficient, HAT and Lead)  
• The Australian Standards  
• How to log hours of professional learning  
• 100% of staff all accredited at Proficient level.  
• 100% of staff are logging professional learning hours on eTAMS. |
| Teaching and Learning programs are evidence based, differentiated for individual student learning needs showing evidence of revisions based on | $10000 | • The school has begun the process of a formal review of all Teaching and Learning Programs.  
• A school template was developed for Scope and Sequences which is now consistent across all KLA’s |
### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>feedback of teaching practices.</td>
<td></td>
<td>• All assessment tasks have been mapped to ensure all syllabus outcomes are being assessed formatively or summatively across all KLAS.</td>
</tr>
</tbody>
</table>

### Next Steps

**Accreditation**

- The school will continue to support those teachers maintaining their accreditation at Proficient level
- The school will continue to support those teachers seeking higher accreditation.
- Staff engage in professional learning to achieve accreditation at the appropriate level

**Teaching and Learning Programs**

- The school continue the process of a formal review of all Teaching and Learning Programs with a focus on:
  - Aligning all assessment tasks to outcomes.
  - Showing revisions based on student feedback of teaching practice.
  - Showing revisions based on HSC data analysis. This will be showcased during faculty data analysis afternoons with the Senior Executive.
  - Staff to engage in professional learning on Differentiation that is evidence based and caters to individual learning needs
  - A team of teachers participate in the 3 Rivers program, which is an evidence based professional learning program that supports them in leading improvement innovation and change within the school. The teams focus for 2019 will be Differentiation.
Active, Ethical and Informed Citizens

Purpose

To build an inclusive educational environment which supports wellbeing and fosters the values of respect, responsibility and excellence, in order to inspire strong community connections and develop global citizens.

Overall summary of progress

The 2018–2020 School Plan was developed in consultation with the GRC Oatley school community. Extensive and intensive workshops with staff over a long period led to an agreed purpose for Strategic Direction 3 and the improvement measures we want to achieve over the life of the plan. Consultation with students and parents ratified these elements. Our continued school–wide focus on "Strong Individual and Community Values" has enabled us to achieve significant progress in this strategic direction.

A full program of senior taster classes was implemented in Term 2 for all Year 10 students to develop their knowledge and understanding of available subjects. Students were surveyed at the end of the day and their response was overwhelmingly positive.

A Subject Information Day was introduced as part of our Transition program in 2018. This was to ensure that all students in Year 10 across the college were receiving accurate, up to date information about NESA curriculum courses on offer in the senior school. Targeted groups of students were given specific and detailed information of all subjects by the Head Teacher of each faculty. This ensured equity of access for all students as they received a first–hand experience of each course from expert teachers. An evaluation of the program revealed:

- an extremely high satisfaction rating from the students; therefore, this program has now been embedded as part of our comprehensive suite of transition activities.
- the timing of the Subject Information Day should be earlier in the year. This would therefore allow students to reflect on their experience and make better–informed decisions regarding their subject choice.

Information regarding the recently updated “Student Contribution Logbook” and its relationship to the award of Prefecture has been embedded in school programs and students are recording their activities based on our school values of Respect, Responsibility and Excellence. Volunteering opportunities have been expanded to provide students the chance to increase their participation and therefore their prospect of receiving Prefecture.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Increased links and engagement with the school community. | $1000 | • Subject information day by HTs at Oatley Senior Campus to all Middle School students.  
• Senior taster classes program for all Middle Campus students.  
• Open night held at Oatley for prospective future Senior students.  
• Careers and Transition Advisors working with Middle school Careers advisors to ensure suitable subject choices has reduced Year 11 students changing subjects by 50%. |
| Increase the proportion of students’ school wide engaging in wellbeing programs. | $0 | • Newly re–designed Student Contribution Log Book promoted to the school community which includes wellbeing and volunteering.  
• Prefecture rationale, criteria, process and timeline embedded into Mentoring and Tutorial lessons.  
• Increase in student numbers in volunteering by 200%  
• 20% increase in students receiving Prefecture from 2017 to 2018 |
Next Steps

• Senior taster classes to be included early in Term 2 as an annual addition to our transition programs.
• Student volunteering program to be enriched to provide more opportunities for students to gain Prefecture. Examples: Legacy, Fiver for a Farmer, Clean-up Australia Day, Genes for Genes Day, Red Cross blood donation, working with the RSPCA.
• Developing links with community organisations to support volunteering opportunities.
• Establishing links with external wellbeing agencies such as 2Connect, Belong Inc., and The NRL.
• The development of a school Wellbeing Space within the school grounds as a timeout space, supported by the school counsellors and social workers.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
</table>
| Aboriginal background loading           | $6773              | • Aboriginal coordinator appointed  
• Personalised Learning Plans for each Aboriginal student  
• Individualised support for all Aboriginal students  
• All Aboriginal students had access to additional support through our Learning Centre  
• Cross campus and community campfire meetings – increased connection to Aboriginal elders and traditions |
| English language proficiency            | $469712            | • Specialised teachers teaching ESL English course  
• Development of Literacy Projects in Science.  
• Teachers above establishment to support students in the classroom  
• 1:1 support for EALD students – work with individual students to develop more sophisticated English skills  
• Additional support for students available through a language club twice a week and additional tutoring in English through the eTUT program.  
• Individualised tutorial sessions for EAL/D students during HSC preparation classes. |
| Low level adjustment for disability     | $159332            | • Employment of 1.0 additional teacher  
• Employment of SLSO to support students in the classroom  
• Students and parents consulted on programs. LAST liaises with Learning Support and Welfare Teams  
• Personalised Learning Plans for each student requiring additional support  
• Staff in serviced on differentiating the curriculum and creating modifications to programs for students with special needs  
• Step To The Future program continued. 100% of students successfully achieved their individual goals.  
• 100% of students involved in the program successfully transitioned to employment or other programs beyond school.  
• Development of partnerships with outside agencies – YEP, iworx, and the garden project. |
| Socio–economic background               | $155121            | • Community engagement officer appointed  
• Increase in engagement – through offering of cultural activities  
• Processes developed to track attendance and lateness to school.  
• Student mentoring program developed.  
• Transition Advisor employed for 2 days. |
| Support for beginning teachers          | $20689             | • Beginning teachers allocated a mentor  
• Mentors were provided time to support beginning teacher  
• New teacher induction program reviewed in 2018  
• A number of induction courses were |
| Support for beginning teachers | $20689 | conducted on the school's cultural expectations, PBL and explicit teaching. • Accreditation submitted on time for 100% beginning teachers |
| Targeted student support for refugees and new arrivals | $1724 | • Transition Advisor employed for 2 days • Personalised Learning Plans for each refugee student • 1:1 support for targeted students to develop transition plan beyond school. |
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>380</td>
<td>362</td>
<td>387</td>
<td>402</td>
</tr>
<tr>
<td>Girls</td>
<td>500</td>
<td>518</td>
<td>454</td>
<td>415</td>
</tr>
</tbody>
</table>

Our school has an excellent reputation within the community and this is reflected in consistently high enrolment numbers each year and in the number of enquiries for enrolment from outside the catchment area.

In 2018, the school had a total enrolment of 817 students. Student numbers have remained stable over the last 3 years with a slight decrease in 2018. We had 415 Year 12 students graduate and move into post school destinations: University, TAFE and employment. The table illustrates the total enrolment of the school for students in Years 11 to 12 by gender over a four year period. Enrolments show a trend of slightly more females to males enrolling at Georges River College Oatley Senior Campus.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>91.6</td>
<td>92.7</td>
<td>93</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>89.2</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>91.8</td>
<td>92.4</td>
<td>92.5</td>
<td>90.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DoE</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>88.2</td>
<td>88.2</td>
<td>88.2</td>
<td>86.6</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>89</td>
<td>89</td>
<td>89</td>
<td>87.7</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

At GRC Oatley Senior Campus, attendance has been stable since 2015, with the campus consistently performing above state averages.

In order to maintain regular school attendance, the school has established attendance monitoring practices. The electronic database system and SMS texts to parents have played a large role in maintaining high attendance rates as well as the implementation of wellbeing programs to increase student engagement.

A range of school–based strategies were implemented to resolve attendance difficulties that have the welfare of the student as the focus. These include: student and parent interviews via phone calls, letters or interviews, referral to the school Wellbeing Team and/or the Learning Support team, referral to the school counsellor, or the development of a school based attendance, truancy and lateness improvement strategy.

In 2018, the school continued to use the period–by–period roll check as part of the IRIS school administration package. This has provided valuable information, which enabled the school to better support students who have whole and/or part day attendance issues.

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>3.1</td>
<td>11</td>
</tr>
<tr>
<td>University Entry</td>
<td>0</td>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>3.8</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.4</td>
<td>6</td>
</tr>
</tbody>
</table>

The vast majority of students successfully transition into senior study pathways from the GRC Middle Campuses and other public, catholic and private schools to GRC Oatley Senior Campus.

Student retention is a key priority focus area within our school. Strategies used to enhance student retention are the implementation of Quality Teaching and Learning (QTL) programs, a variety of student tutorial and mentoring programs and personalised tailoring of senior study patterns that are geared towards individual and attainable career pathways.

Excellent results were achieved by our students in 2018 with university being the most popular destination.

Year 12 students undertaking vocational or trade training

GRC Oatley Senior Campus is one of the largest school based VET provider in NSW.

99 students studied courses delivered by the school in Construction, Business Services, Entertainment, Retail, Commercial Cookery, Food and Beverage and Sport Coaching. These courses provide credit towards both HSC and AQF VET qualifications.

A further 55 students received AQF VET qualifications.
Two TAFE courses were delivered onsite at Oatley Campus through the Sydney Institute of TAFE. These students gained dual accreditation in:

- Visual Arts – Photography
- Tourism, Travel and Events

Other students travelled to nearby TAFE Colleges to study other courses offered at these locations. These students gained dual accreditation in:

- Human Services – Health Services Assistance (Nursing)
- Automotive
- Beauty Services
- Property Services
- Electro Technology
- Animal Studies
- Hairdressing
- OTEN skills for Work and Vocational Pathways

In 2018, our school had 5 students who engaged in school–based apprenticeships in the following field:

- Sport and Recreation

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

In 2018, there were 395 students that graduated from GRC Oatley Senior campus.

- 99% of students were awarded the HSC Credential
- 1% of students were awarded the Record of School Achievement
- 25% of students received both the HSC and Vocational Education and Training credentials
- 14% of students received both the HSC and TAFE credentials
- .01% of students engaged in school–based apprenticeships.

**Workforce information**

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>46.05</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher ESL</td>
<td>4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>3</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>13.48</td>
</tr>
<tr>
<td>Other Positions</td>
<td>1</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

We currently have no staff who identify as Aboriginal at Georges River College Oatley Senior Campus.

**Teacher qualifications**

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

**Teacher qualifications**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>20</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

A significant amount of professional learning was undertaken by GRC Oatley Senior Campus staff in 2018. This amounted to $73053 with a focus on number of initiatives as highlighted in the School Plan and those identified by staff within their Professional Development Plans.

These included:

- Visible learning, Feedback and student autonomy
- ALARM plan
- Continuation of the 2018–2020 school plan
- Student engagement
- Differentiation
- VET Qualifications
- Developing networks of support for aboriginal students to support learning and improve outcomes
- Continued development of Professional Learning Plans for all teaching and non– teaching staff
- DoE mandatory training
- Counsellor training for student advisers
- Gifted and talented student identification, teaching and learning, Reading for Meaning, Writing for Purpose
- The 3 Rivers project
- Supporting students with mental health challenges
- Mentoring and support for early career teachers.
- Student leadership
- International students wellbeing and learning support

Professional Learning was made available to all staff on a needs basis. A bulk of our professional learning funds was allocated for staff to implement the new stage 6 syllabuses introduced by the NSW Education Standards Authority (NESA) and commencing in 2018 for Year 11 students. New syllabuses are being developed by NESA to meet the standards required by the Australian National Curriculum. The new syllabuses introduced included all English and Science courses, Mathematics Standard and History. Our teachers
attended professional association events, conferences, workshops and online network opportunities to further develop scope and sequences, programs and assessments. Staff in these faculties were also given professional learning support and time to plan, prepare and resource for the Year 12 HSC course in 2019 and review and evaluate the Year 11 Preliminary course. Professional Learning support was also given for teachers in the middle campuses to be part of the learning and programming process so they could become familiar with the new NESA direction and expectations and to equip Year 10 students with the skills which will support their achievement and success with the new syllabus and assessment requirements.

In 2018 we had three beginning teachers working towards the NSW Education Standards Authority accreditation at Proficient level. Two of these teachers were receiving second year Beginning Teacher Support funding. The other teacher will receive the second year funding in 2019 to assist in maintenance at this level. At KLA level, all beginning teachers have a mentor they can access for subject specific advice. Head Teachers for each KLA are also a point of reference for these teachers as they settle into their KLA roles. Beginning teachers participated in both registered and teacher identified professional learning opportunities. Both the beginning teachers and their mentors were supported by receiving release time to engage in professional dialogue. Curriculum support was embedded in the teaching load of beginning teachers in their first year. The school has in place a whole school Induction Program for beginning teachers and they attend regular meetings throughout the year as they work through a set program and discuss issues that may arise. Beginning Teacher Support funding was used to send these teachers off to training in the areas of differentiation; behaviour/classroom management; assessment and KLA specific courses. In–school professional learning was provided in ALARM; Feedback; Positive Behaviour for Learning (PBL); and NESA requirements, records management and accountability and HSC data analysis. We currently have staff that have expressed an interest in seeking accreditation at the Highly Accomplished and/or Lead level.

Our school is committed to enriching the quality of teacher practice where personal reflection and feedback on evidence-informed practice leads to challenge, engagement and innovation for students. Our commitment to this goal is enhanced by the creation and appointment of a new executive position, Head Teacher Teaching and Learning. Ms Alexandra Harris was appointed to this position in term 4 2018. She will also be involved in professional learning projects across the college.

Financial information

Financial summary

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

Financial summary equity funding

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

Financial summary

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>1,736,954</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>11,285,565</td>
</tr>
<tr>
<td><strong>Appropriation</strong></td>
<td>10,671,521</td>
</tr>
<tr>
<td><strong>Sale of Goods and Services</strong></td>
<td>128,444</td>
</tr>
<tr>
<td><strong>Grants and Contributions</strong></td>
<td>386,126</td>
</tr>
<tr>
<td><strong>Gain and Loss</strong></td>
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</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td>76,285</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>23,189</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-10,619,694</td>
</tr>
<tr>
<td><strong>Recurrent Expenses</strong></td>
<td>-10,619,694</td>
</tr>
<tr>
<td><strong>Employee Related</strong></td>
<td>-9,250,033</td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td>-1,369,661</td>
</tr>
<tr>
<td><strong>Capital Expenses</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Employee Related</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>665,871</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>2,402,825</td>
</tr>
</tbody>
</table>

This summary covers funds for operating costs and expenditure areas such as permanent salaries, building and major maintenance.

The school has committed additional funds to the upgrade of facilities throughout the school. In 2018, classroom upgrades continued to provide modern inviting classes which are more conducive to 21st century learning.

The figures you can witness above are a true reflection of the state of affairs at Georges River College Oatley Senior Campus. The school's finances are in good order and overseen by the Finance Committee, including the Principal and the SAM, regularly to ensure we meet stringent financial policy requirements and all transactions are transparent.

Moving into the next three year School Plan – funds will be allocated to refurbish the library, staff common areas and outdoor spaces for students with a view to undertaking further capital works to ensure we are able to better address the needs of our students and staff in this area.
<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>8,003,039</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>164,542</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>7,838,497</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>790,938</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>6,773</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>155,121</td>
</tr>
<tr>
<td>Equity Language</td>
<td>469,712</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>159,332</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>710,815</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>784,322</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>10,289,113</td>
</tr>
</tbody>
</table>

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

### 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 review of the 2018 HSC reveal many outstanding results. The school progressed up 46 places in the School Rankings. Two of our students were recognised on the All Rounders list for their excellent performance. These students each scored a band six (or the highest band available) in each of their courses of study. We also had eight students who achieved a top five place in the state in five separate courses of study. Fifty-nine of our students were named on the HSC Distinguished achievers list. These students each scored a band 6 in one or more of their subjects which is equivalent to 90% or above in any 2 Unit HSC Course. Finally one of our student's HSC Major Works was nominated for ENCORE 2018.

An analysis of students' ATARs, which the school has been able to gather, revealed at least twenty students scored ATARs greater than 90.

In 2020, it is planned that the Executive will lead an extensive analysis of the 2019 results for all students across all subjects, using the SCOUT and RAP packages. This will include identifying particular modules, units and questions where student performance was stronger or weaker, relative to the state and internal groups. This analysis in the past has resulted in further refinement of teaching programs.
One of the things that Georges River College Oatley Senior Campus is most proud of is the way it adds academic value to students across the entire academic spectrum including: low, middle and high ability students. One of our strengths is the ability of the school community to work together to consistently allow students to improve by Year 12, regardless of their initial ability.

Parent/caregiver, student, teacher satisfaction

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

In questions regarding the school supporting learning, parents responded positively to the school’s focus on high expectations of the students and are pleased with the interest and encouragement teachers’ show in their children’s learning.

The school’s application of processes to support positive behaviour in the school was also highly rated by parents with clear understanding of school rules, values and expectations of behaviour in various settings within and outside of the school. Additionally, parents/caregivers felt that their children felt safe at school as behaviour issues are dealt with in a timely manner and teachers place importance on relationship building.

The learning culture in the school has been identified as one of the highest rating components in student learning by the teachers. Formal and informal feedback, learning goals and the setting of high expectations within the classroom are priorities. Teachers have developed skills in the use of data which surpass the state average for other schools to inform practice, with the majority using data from assessment tasks to help students set challenging goals, to decide whether a concept should be taught another way, to inform lesson planning and provide examples of quality work to the students.

Students also reported that they complete homework for their classes with a positive attitude and in a timely manner. They also reported that they are intellectually engaged and find learning interesting, enjoyable and relevant.

Teachers have identified that collaboration with other teachers is fundamental in developing cross-curricular or common learning opportunities and increased student engagement. They have also stressed the importance of both formal and informal collaboration and how this formal of professional learning has improved their teaching and behaviour modification strategies.

A variety of teaching strategies are used by teachers in the classroom and the majority have responded that they set challenging learning goals, have high expectations, provide feedback to students to bring them closer to achieving their goals and they discuss with students ways of seeking help that will increase learning.

Students felt a high sense of belonging, feeling accepted and valued by their peers and by others at the school with high levels of optimism and happiness that exceeded state averages. The majority of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

The school also carried out an evaluation of the Mathematics faculty in 2018. This process is designed to develop a good understanding of the processes and practices in the MATHEMATICS faculty at GRC Oatley in order to provide feedback that will support the ongoing improvement of Teaching and Learning and educational programs that both comply with policy and improve student learning and engagement at GRC Oatley.

The process involved forming a team and surveying teachers and students as well as analysing data provided by the faculty.

The findings were that all staff had an intimate knowledge of the achievement levels of their students and regularly collected data on progress through testing, observation and homework. Teachers used a variety of strategies to engage students and are continually developing new ideas. All members of the Faculty are regularly engaged in formal and informal reflection. Faculty meetings are used to review scope and sequence compliance, programs and assessment tasks. Lesson intentions and success criteria are evident in lessons. Feedback to students is comprehensive after each task and during lessons through written and verbal formats.
A new assessment task, in assignment format, has been developed in Maths Standard to comply with NESA assessment rules. Students stated that their understanding increased with the use of technology as a learning tool.

The recommendations were that ICT as a teaching and learning tool could be incorporated into more topics. Student to teacher feedback on teaching strategies should be developed. The solution to poor results found after evaluations of HSC questions/topics seemed to be "more revision". The new "assignment task" should be evaluated for success in meeting criteria.

Student feedback needs to be more consistent and individualised. Teacher should check if feedback has been utilised by the student. More emphasis should be made to address literacy needs of students.

While the Evaluation Team believes the recommendations it has presented provide the best options to meet the original brief, continued collaborative evaluation of processes, policies and practices combined with further professional development by the faculty will be essential in allowing staff to grow as educators and provide students with improved learning outcomes.

Aboriginal and Torres Strait Islander students met regularly in an informal setting to discuss issues, share ideas and celebrate their culture. Our Learning Support Teacher provided assistance with academic progress, attendance, building confidence and resilience. Support from the Department of Education Aboriginal Liaison Support Officers led to students being offered numerous opportunities in areas of leadership, apprenticeships and various work experience programs at the Sydney Opera House.

GRC Oatley Senior campus has been proactive in engaging the community to establish genuine partnerships to enhance the educational experience for Aboriginal students and community members. Our collaboration in 2018 with the NRL School to Work program has provided support for our students on an individual basis with one–to–one career planning, assistance to create a career development pathway, relevant work experience and an opportunity to participate in cultural activities. These programs are now embedded within the campus and we continue to raise the importance of Aboriginal and Torres Strait culture within the college and strengthen links with the community to improve student outcomes. Ultimately our aim is to continue to have all Aboriginal and Torres Strait Islander students' transition from school to beyond school successfully.

Multicultural and anti-racism education

In 2018, Mr. James Munroe was employed as the Community Engagement Officer at GRC Oatley Senior Campus. His role was to maintain great relationships of understanding, promote educational achievements and self–regulate behaviour with strong cultural values of support that empowered our many diverse communities. This was funded from our equity budget. Being a positive role model for students was a major part of his role. He built strong relationships and foundations by interacting with students on the sporting field and immersing himself into school initiatives such as White Ribbon Campaign.

Our main aim for 2018 was to develop programs and provide opportunities and monitor student progress and attendance to increase engagement at school and improve learning outcomes. Establishing strong links with our school community and local agencies was one way of achieving this. Strong links were formed with other local schools, Georges River Council, St George Illawarra Dragons, Headspace and St George Youth

Policy requirements

Aboriginal education

Georges River College (GRC) Oatley Senior Campus is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. Staff, families and students all worked together to identify and support the development of these plans focusing on the individual needs of students in their chosen academic and career pathway and to eliminate the disparity gap between indigenous students and that of the wider cohort.

GRC Oatley was very proud of Tallis Brown from Year 11 who was both a presenter and recipient at The Deadly Kids Awards for 2018. These prestigious awards celebrate the achievements and successes of Aboriginal and Torres Strait Islander students in the Sydney Region. The term 'deadly' in Aboriginal English, means: doing well, achieving and / or talented.

Our 'Campfire' program continued into 2018 where our
Networks by forming safe and open lines of communication. His focus moving forward will be to implement wellbeing programs for students at risk to assist with lifting engagement and attendance.

In 2018, GRC Oatley Campus continued to provide a comprehensive support structure for students who enrolled with English as an additional language and/or dialect. The school's EAL/D program was delivered through various modes including: Direct teaching through offering the English as a Second Language HSC course (2 classes Years 11 and 3 classes in Year 12); 6 teachers are trained to deliver EAL/D support to students in small group settings or individual programs on a withdrawal from class basis to enhance students' knowledge, understanding and application of the English language; the EAL/D teacher worked collaboratively in a team teaching environment; the EAL/D teacher worked closely with classroom teachers to provide or modify resources to cater for the EAL/D students' needs.

EAL/D students were further supported by the development of a specific literacy program focusing on higher order thinking and responding skills. Data showed significant value adding throughout the course of the year for these targeted students.

Additional support was given to all students studying EAL/D English through the ETUT program as well as the EAL/D Student Study Space, which was offered to students 4 times per week to assist with their schoolwork and assessments, this was offered to students during lunchtime and Year 12 HSC Prep sessions. We continued to have strong links with our local Intensive English Centres, and provided school visits for students entering an Australian school for the first time.

International students were under the care and supervision of the Deputy Principal who ensured reporting and compliance with DoE International policies and procedures were met. Andrew France and Peta La Motte were also appointed to the role of International Student Coordinators with responsibilities for pastoral care and monitoring of attendance and progress. As part of our school welfare program, international students attended a dedicated tutorial program, meeting once per fortnight with the coordinator.

Refugee equity funding ($1724) was used to support two students with their transition and engagement into senior school. Individual learning plans were developed focusing on specific curriculum goals and future planning beyond school.