

Francis Greenway High School

Annual Report



2018



8439

Introduction

The Annual Report for **2018** is provided to the community Francis Greenway 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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Principal

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School background

School vision statement

Our vision is for our school to be recognised for its impact on student growth.

This vision is enhanced with all stakeholders forming a partnership to support the academic, social, emotional and physical wellbeing of students.

Underpinning this vision stand our core values– Respect, Responsibility, Commitment and Cooperation.

School context

Francis Greenway High School is located at Beresfield and serves a diverse population in the Maitland area. There are currently 659 students who attend the school, 14% of which are of Aboriginal and Torres Strait Islander descent and 5.3% students are from non English speaking backgrounds.

The school forms part of the Gateway Learning Community of schools who, as a group provide a continuous path of learning for all students. In addition, we also have strong links with the University of Newcastle.

Francis Greenway High is recognised as providing an inclusive environment where students can achieve their personal best in academic, sporting, cultural, creative, leadership, performance, and social arenas.

A strong wellbeing focus is based on clear, consistent and fair boundaries, high expectations and individual recognition of success.

A strong focus on staff professional development ensures our classrooms are ones where quality teaching is assured, and where the curriculum is innovatively taught with a future focussed approach.

Parents, carers and community members are an integral part of our approach to developing the whole child. An active P&C participates in decision making and manages the school canteen. The AECG is a valuable consultative body which supports our Junior AECG.

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.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning our school rated as Sustaining and Growing in all areas other than Student Performance Measures where we identified as Delivering and as Excelling in Wellbeing and Reporting. The evidence illustrates the commitment of the school community to the building of positive relationships in order to strengthen and deliver on our school priorities. This is reflected in our school vision statement, Successful Learners–Supportive Environment. Our success in this area has been largely due to the rebooting of Positive Learning for Behaviour and the initiatives with our Gateway Learning Community. The strong Transition Program as well as Restorative Practices, PLAN Data and the Speech Pathology Program provide a K–12 continuum of learning and growth for our students. The PLAN Initiative is quite unique in that staff from our school work with our Primary schools to collect work samples and map students coming into Year 7. This information is issued to inform teaching programs as well as GATS and Remedial Programs and contributes to our internal data when student growth is being analysed. As well as succeeding academically the students at Francis Greenway are expected and supported to be productive and active citizens of our society. In 2018, our Year 9 NAPLAN growth was, once again, exceptional. Our goal is one year's growth for one year of learning and our data is showing that we are Delivering in the area of Student Performance Measures. The initiatives currently employed are making an impact. Our intention is to embed and strengthen them over the next year with an added focus on future focussed learning, numeracy and the expansion of the Write it Right Program.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching we are rated as Delivering in Data Skills And Use, Excelling in Professional Standards and Sustaining And Growing in the areas of Learning and Development and Effective Classroom Practice. Whilst there is an explicit system in place for the reviewing and revising of teaching programs and the use of data to inform them, there has been a strong focus in 2018 on the use of data in relation to the movement of individual students in their learning and a strengthening of how feedback is used to inform learning. This has been a focus for professional learning and the embedding of authentic assessment across the junior school. PLAN, Teaming and Lesson Observation provide a platform for collaboration across stages, faculties and K–12 to ensure curriculum delivery and consistency of teacher judgement. Feedback between peers and from Line Managers is used to drive improvement– based on Hattie's research around the effect size of the impact on the teaching on students learning outcomes. This was further enhanced with our Term 1 SDD with Jenny Gore and the subsequent Teaching Rounds Program. Once again, research shows that some of the best professional learning occurs internally through the expertise of peers. The evidence reflect this in staff meeting presentations and through the Lesson Observations. The lesson observations provided an avenue for teachers to engage in their own professional learning and the achievement of PDP goals. All staff meetings are based around professional learning directed by the collation of staff PDP goals.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading we are operating at Sustaining and growing in the elements of Educational Leadership and at Excelling in the elements of school planning, implementation and reporting, school resources and management practices and processes. The evidence demonstrates our strong commitment to the building of a culture of high expectations for all members of our learning community. We engage with the broader community to provide an environment where students can engage, learn and succeed. High quality learning environments which are well resourced provide opportunities for students both inside and outside the classroom.

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

Successful Learners

Purpose

The school will work to create successful learners who demonstrate independence, engagement and personal responsibility for their learning. A culture of differentiation and personalisation will contribute to develop active and informed citizens.

Overall summary of progress

The PLAN Champions continued to work on the Year 5–8 continuum of learning in writing. The change from the literacy continuum to Learning Progressions proved a challenge that will be overcome in 2019 with the provision of data from Best Start occurring in Year 7. The growth in Year 9 NAPLAN placed our school in the Excelling domain. The Year 8 literacy and NAPLAN readiness programs have directly contributed to this growth. Professional learning on differentiation and the provision of time for teachers to input strategies into programs has provided classes with a fully differentiated curriculum. The Reaching Your Potential continues to expand and have a positive impact on the cultural shift around learning and the requirements of attaining a HSC credential.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of students demonstrate expected growth in NAPLAN– Yr 9 literacy & numeracy.	\$60 000	Sustained high performance with the school ;'Excelling' in the value adding.
At least 50% of HSC students demonstrate value added performance.		80% of students achieved HSC scores at or above SSSG's.
At least 80% of students show expected growth using PLAN 2.	\$5000	Plan data has not been able to present this information. In 2019 school data will be utilised.
Stage 4 and 5 Teaching and Learning programs are explicit in differentiation of learning experiences and pedagogy.	\$2000	Stage 4 teaching programs illustrate that staff know their students and how they learn thorough evidence of differentiation in the teaching/learning component of the program.

Next Steps

2019 will see a specific focus on strengthening differentiation through professional learning on the 8 Ways of Learning and Quality Teaching Rounds. Data will be collected on differentiation in teaching practice through term 1 lesson observations and will be shared through Stage 4 Teaming meetings. Evidence based programs to support independent and reflective learning include Atomi and Elevate in Stage 6 and Authentic Assessment across both Stage 4 and Stage 5.

Strategic Direction 2

Professional Growth

Purpose

Francis Greenway High School endeavours to empower teachers through engagement in professional learning that will increase teacher capacity, improve effective feedback processes and further embed collaboration.

Overall summary of progress

Following the workshop on Quality Teaching Rounds with Jenny Gore a program was implemented whereby all staff experienced lesson coding. The evaluation of the model we used, whilst valuable, did not provide the depth required to be an authentic professional learning experience. As a result of the evaluation undertaken in 2017 Teaming was expanded to all of Stage 4 with 95% of staff on a team. This was an excellent opportunity for staff to deepen their knowledge around individual student learning needs and cross curricular concepts. The development and implementation of a Rich Task across KLA's was identified as having high impact on student engagement and learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective feedback practices are evident in all school systems and show improvement in whole school growth.	20 000	The Teaching Rounds evaluation has positively impacted on teaching practice as shown on a semester 1 and 2 Guskey comparison.
All Stage 4 teachers demonstrate effective collaboration and consistent teacher judgement using the PLAN2 Learning Progressions.	\$10 000	Year 7 Teaming is embedded with teachers co-marking writing samples and developing across KLA Rich Tasks.
Tell Them From Me Focus on Learning Teacher Survey Report indicates level of "Collaboration" increases to be above NSW Government norm.		TTFM data indicates we are on par with state average.

Next Steps

Quality Teaching Rounds will be undertaken with all staff participating over the next three years. This will provide an opportunity for staff to experience an authentic model whereby more time will be given to allow for professional dialogue. The Gateway Learning Community will work across campus to allow teachers to work in a different setting. The aim will be to develop a scope and sequence around the technology curriculum and allow staff to share professional knowledge and experience.

Strategic Direction 3

Effective Partnerships

Purpose

We aim to instill in all stakeholders the core values of respect, responsibility, commitment and cooperation. We value authentic community partnerships. and work to create a quality educational experience for all stakeholders.

Overall summary of progress

The Positive Learning for Behaviour program moved into classroom practices resulting in a more settled environment that was consistent across the school. The Aboriginal Education Committee were successful in implementing Aboriginal Language into our curriculum and were able to provide the students with a camp at Murook. The partnership with Mindaribba Land Council was strengthened through the Old World, New World program for disengaged boys. Our school was fortunate to have three ASLSO's employed to support students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing data (Use 2018 baseline) shows a reduction in negative referrals and suspensions.		The Tell Them From Me survey show 46% of student state the school has high expectations and high advocacy. Despite a 16% increase in suspensions there has ben a 11% drop in suspensions for aggressive behaviour.
Tell Them From Me Partners in Learning Parent Survey response to "Parents feel welcome" and "Parents are informed" above NSW Government norm.		The TTFM Survey show us at being just below state average in 2018.
Partnerships and programs with Mindaribba Land Council are embedded as part of the Aboriginal Education Plan.		The Old World, New World program is the beginning of a solid relationships with Mindaribba.

Next Steps

The PBL in classrooms will be embedded in 2019. In addition to our commitment to student wellbeing is our commitment to staff wellbeing with a working party established to develop a Staff Wellbeing Policy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	3 ASLSO Staff– \$60 000 Cultural Programs– \$20 000	Attendance was strong for students in the senior school. Students Years 7–9 has much poorer attendance although this could be contributed to a small number of students who had extensive absences.
English language proficiency	Language specialist– \$3000	Students were immersed in culture.
Low level adjustment for disability	Specialist Staff– \$320 000 Transition–/LST– \$20 000	Has there been value adding for students as evidenced through the analysis of internal and Individual Education Plans.
Socio–economic background	Additional Staffing– \$700000 Literacy/Numeracy– \$50000 Write it Right– \$30000	Whole school evaluation shows improvement in students attendance, engagement through positive referrals, growth in NAPLAN, HSC and PLAN data
Support for beginning teachers	\$35 000	Beginning teachers attended conferences and events that empowered them in their classroom practice.
Literacy Committee		
Aboriginal Education Committee		
Future Focus Committee		
Numeracy Committee		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	385	362	358	337
Girls	349	321	321	318

Enrolments dropped slightly in 2018. Francis Greenway endeavours to support students in the attainment of career pathways with the result being that many student are now being successful in transferring to the more adult learning environment of TAFE and the Hunter Trade School.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.3	87.7	91.1	87.4
8	88.1	86.6	86.9	81.5
9	87.7	83.7	84.4	80.7
10	83.2	84	83.8	76.9
11	81.7	84.4	91.2	82.1
12	84	87.1	91.6	89
All Years	85.8	85.4	88.1	82.5
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

The Learning Support Team works closely with the HSLO, departmental and external agencies to promote school attendance. Regular tracking and analysis of absenteeism has identified a small core group of students who, due to extenuating circumstances, do not attend school. Within the school a variety of extra curricula and alternate programs are in place to engage students with their learning. Francis Greenway HS endeavours to create a safe and secure environment to encourage high attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment		0	0
Employment	3	25	4
TAFE entry	7	10	2
University Entry	0	0	19
Other	11	32	8
Unknown	6	6	0

Year 12 students undertaking vocational or trade training

In 2018, 5 students completed Hospitality Operations, 7 students completed Metals and Engineering, 9 students completed Retail and 6 students completed Construction. Vocational Education provides an avenue for students gain the experiences required to undertake further training and apprenticeships. At the end of 2018, ten students left to attend the Hunter Trade College.

Year 12 students attaining HSC or equivalent vocational education qualification

All students undertaking Vocational Education courses received the HSC credential. Whilst none of the four students undertaking Hospitality Operations received the Vocation Certificate, 85% of student studying Metals and Engineering and Retail and 100% of students studying Construction did received the credential. During the course students often leave to take up apprenticeships in their chosen career .

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.4
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.28
Other Positions	1

*Full Time Equivalent

Francis Greenway is fortunate to have seven Aboriginal staff. Of the six, three are on the teaching staff and four are Student Learning Support Officers. They make a significant difference to the successful learning outcomes for students and make our school a culturally richer place to be.

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	18

Professional learning and teacher accreditation

Professional learning is based around the goals set through Performance and Development plans of staff as well as the school plan. Time is provided within the school structure for staff to work on their own professional development. The schedule of learning is published each term with clear line of sight. All meetings have a professional learning component including the executive meeting where professional learning is based around leadership development. In 2018 three staff gained proficiency in teaching, three staff were beginning teachers and two staff began preliminary investigation of accreditation at highly accomplished level.

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	544,964
Revenue	9,757,331
Appropriation	9,548,919
Sale of Goods and Services	43,164
Grants and Contributions	155,701
Gain and Loss	0
Other Revenue	0
Investment Income	9,546
Expenses	-9,193,496
Recurrent Expenses	-9,193,496
Employee Related	-8,488,321
Operating Expenses	-705,174
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	563,835
Balance Carried Forward	1,108,798

The school Finance Committee oversees the development of the school budget drafted by the Principal in line with departmental policy. Priority areas are those in the school plan and where there is targeted funding. Head Teachers and Program managers are responsible for the monitoring of spending with the School Administration Manager providing regular updates on spending. The P&C are provided information regarding the yearly budget and any large projects or planned large expenditure.

In 2018 Equity Aboriginal money was used to employ three Student Learning Support Officers to support students in class, provide a language program, a camp at Murook Cultural Centre and to fund NAIDOC, Brospeak and Sistaspeak.

Equity language funding provided students with a language specialist each fortnight.

Equity disability funding was used to employ Learning and Support and in class support staff to cater for students with specific learning needs.

The majority of socio-economic funding expenditure

allowed for the employment of additional teaching and support staff. The specific programs that were implemented included Speech Pathology, Write it Right, Positive Behaviour for Learning and Gateway Learning Community initiatives.

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	6,533,626
Base Per Capita	137,783
Base Location	0
Other Base	6,395,843
Equity Total	1,224,755
Equity Aboriginal	89,760
Equity Socio economic	783,700
Equity Language	9,206
Equity Disability	342,089
Targeted Total	1,250,888
Other Total	142,805
Grand Total	9,152,074

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

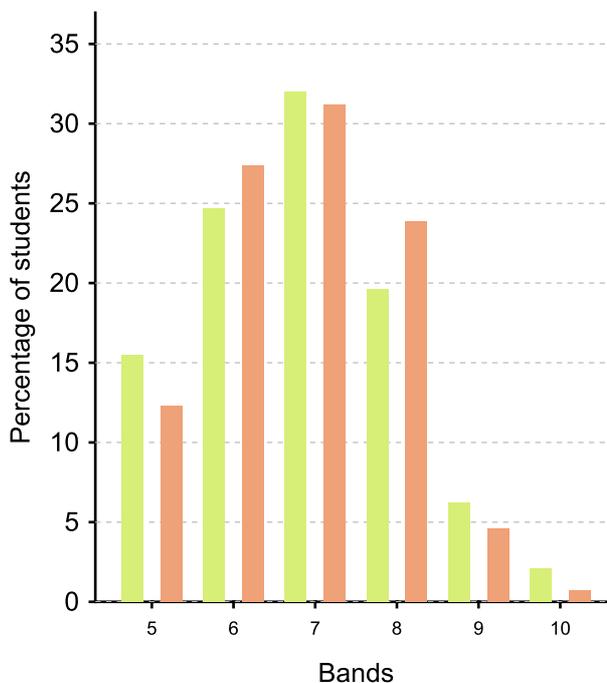
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

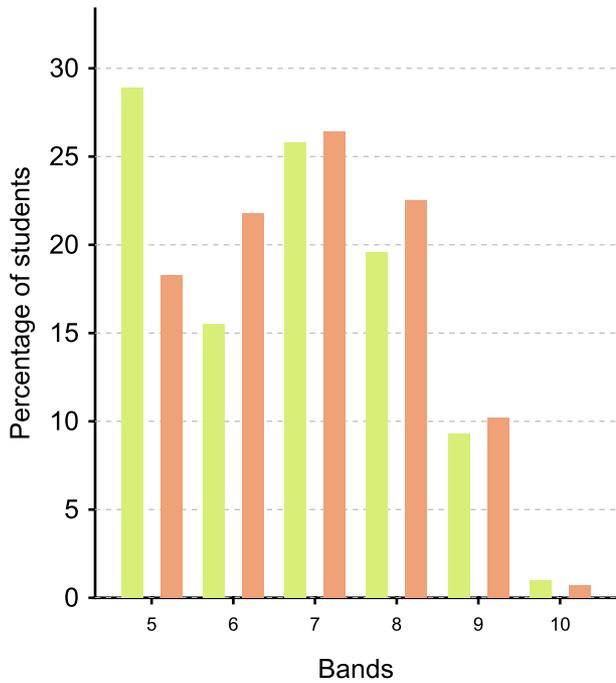
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

High performance was sustained in all areas in 2018 with the school Excelling in the Value Add from Year 7 to Year 9. There was a significant increase in Value Add across school performance with a movement of 129 places. The focus area of writing saw 36% of students achieve above expected growth with a pleasing 47% of Aboriginal students achieving above expected growth in writing.

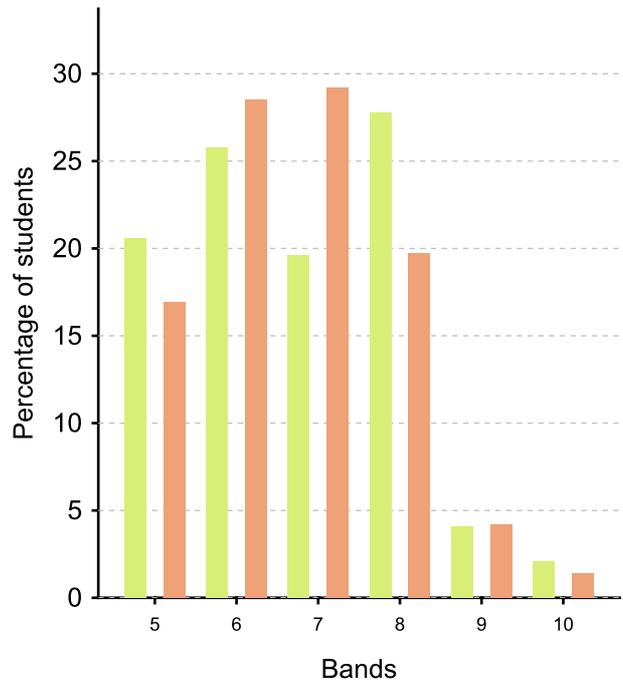
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



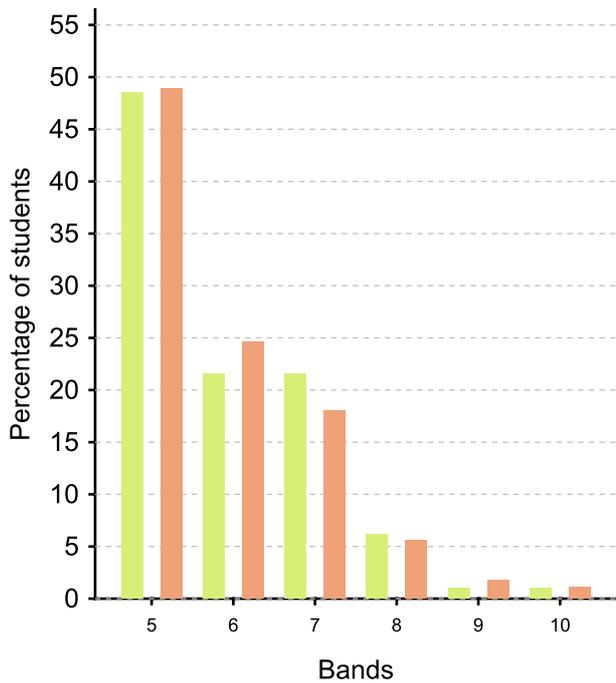
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

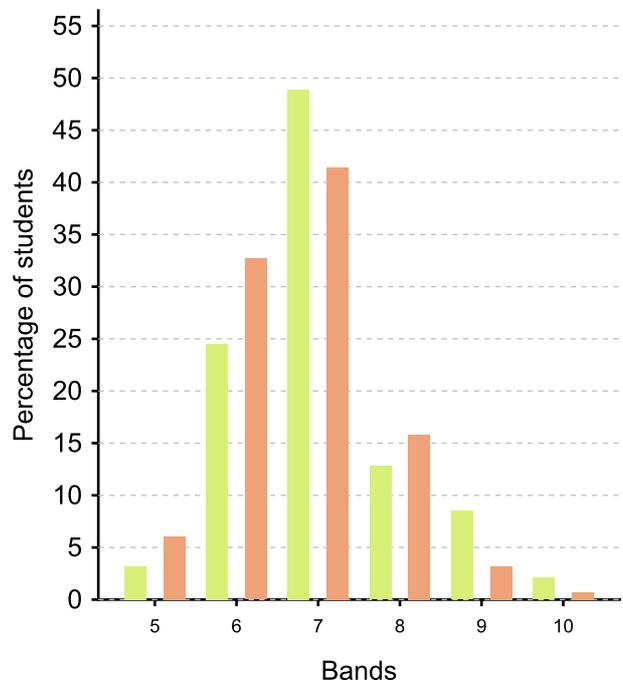
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



62% of Year 9 students achieved above expected growth in numeracy. 51% of Aboriginal students achieved above expected growth.

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

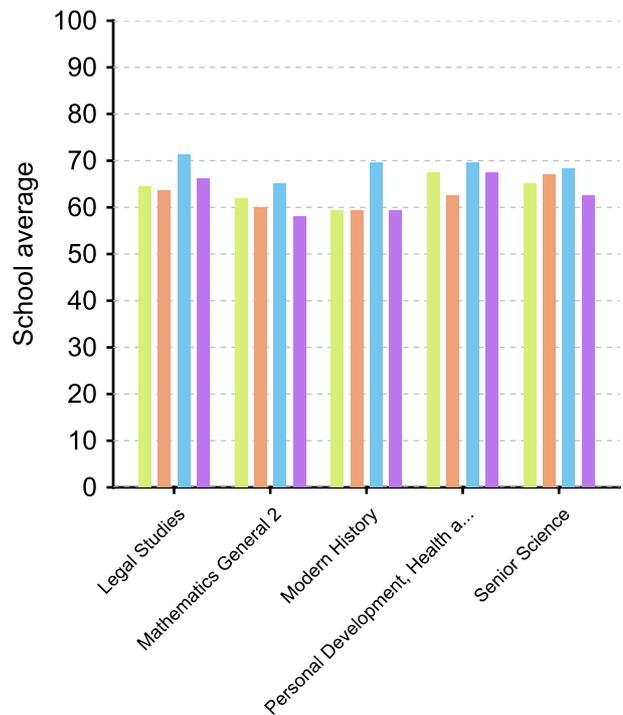
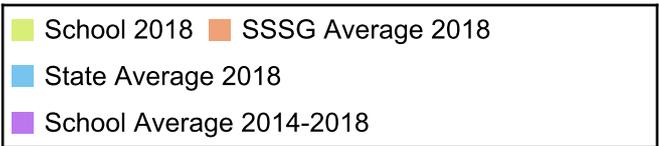
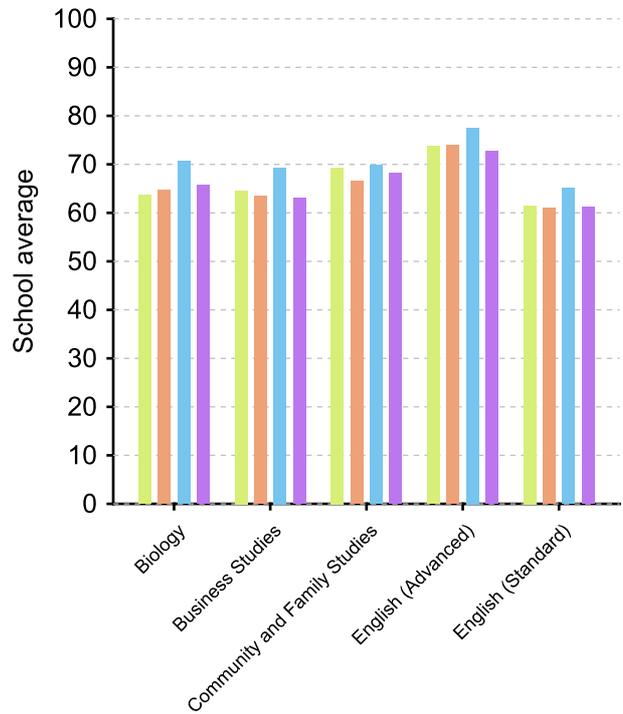
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Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). 80% of HSC courses achieved an average score of 1.4 above like schools.



HSC results continue to gain strength with strong impact from literacy programs in the junior school.

In 2018, 74 students graduated Year 12. Thirty-eight students were eligible for an ATAR and thirty-six students were eligible for a HSC (Non-ATAR)

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey is the key tool used to gauge stakeholder satisfaction. Over the past couple of years the school has worked hard to address communication concerns. The Employment of a Community Liaison Officer and the commitment to providing regular information via Facebook and the school website has addressed the concerns. The community note that staff are approachable and know the students. Issues are dealt with efficient. Students identify that school is a safe and happy place to be with the opportunity to learn in every classroom.

Policy requirements

Aboriginal education

Throughout 2018 Francis Greenway continued to build strong relationships across the community. Strong connections with both Murook Cultural Centre and Mindaribba Land Council provided opportunities for students and community to come together to provide both learning and cultural programs. Write it Right continues to be a high impact program as illustrated through the growth in writing in Year 9 NAPLAN.

The Junior AECG is an active leadership group within the school and a voice for Aboriginal students. Having our students speak the Acknowledge of Country in language is a highlight of assemblies and the result of the work of Sharon Edgar-Jones, a language specialist. The Maitland AECG Pathway Awards recognised the success in education of our students as did the annual Aboriginal Education Celebration in term 4.

Multicultural and anti-racism education

Harmony Day is a key event for recognising and celebration to multicultural fabric of our school. The students are respectful of differences and the school inclusive in all aspects. The Islander students and their families have provided an insight into their culture through costume, dance and celebration customs at key events such as Presentation Day.

It is pleasing that the Anti Racism Coordinator is rarely required to address issues. This is in part due to the participation in No Bullying Day, the proactive approach to racist incidents and the Positive Behaviour for Learning lessons taught to students. One of the key school values is Respect. There is an expectation that all people show respect to others at all times.