

# Francis Greenway High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of 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.

### School contact details

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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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

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

## 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.

#### Improvement Measures

An increased number of students demonstrate expected growth in NAPLAN– Yr 9 writing.

At least 50% of HSC students demonstrate value added performance.

At least 80% of students show expected growth in literacy using PLAN 2.

Stage 4 and 5 Teaching and Learning programs are explicit in differentiation of learning experiences and pedagogy.

#### Progress towards achieving improvement measures

##### Process 1: Differentiation

Professional learning is delivered to ensure differentiation occurs in all teaching and learning programs. (2019– 8Ways, QTR, Term 1 Lesson Ob Focus)

(2020– using student data for explicit differentiation– demonstrated through adjustment column in programs) and lessons)

Evaluation	Funds Expended (Resources)
Three minute walkthroughs of classrooms by executive, students evaluation and lesson observations indicate the increased use of formative feedback to students throughout lessons. The embedding of Learning Intentions across all classroom has provided a scaffold for students to know What they are Learning, Why they are learning it and How they will know when they have succeeded. This informal feedback process is evident across all classrooms as identified through the senior executive 3 minute walk throughs and the lesson observations occurring as part of the PDP process. In 2020 the HSIE faculty will undertake professional learning as part of the Gateway Learning Community Learning Challenge. The faculty members will be trainers for the rolling out of the program across the school in 2021. This will further deepen the quality of feedback across the school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$80000.00)</li></ul>

##### Process 2: Independent Learners

Implement programs across all stages which focus on independent and self reflection of learning.

(2020– 7/10– High Resolve, GHP Policy, 11/12– ILP, redevelop LAW and RYP)

Evaluation	Funds Expended (Resources)
Student feedback identifies Elevate and Reaching Your Potential as high impact strategies for supporting students towards the successful completion of the HSC. Students particularly value the mentoring that occurs in small groups and the access to subject experts. The use of the ATOMI platform increased with students utilising it both during study periods and at home as a form of revision and pre topic preparation. Best Start provided a Baseline data set for staff to use in Teaming to differentiate the learning for students in Year 7 classes. The plotting of growth using the progressions reflected the success of this more strategic approach to improving literacy.	

## Progress towards achieving improvement measures

### Process 3:

Evaluation	Funds Expended (Resources)
<p>The TTFM survey and Authentic Assessment feedback reflects greater connectedness of students with their learning. The Authentic Assessment process provides students with the opportunity to reflect on the learning that occurred from the completion of assessment tasks. They valued being able to discuss their year of learning with staff, peers and community members and could identify both areas of strength and areas for further development.. During 2020 the Reaching Your Potential and Learning and Wellbeing scope and sequence will be evaluated to support independent learning.</p>	

## 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.

#### Improvement Measures

Effective feedback practices at individual, faculty and whole school level show an improvement in teacher quality.

All Stage 4 teachers demonstrate effective collaboration and consistent teacher judgement in literacy.

Tell Them From Me Focus on Learning Teacher Survey Report indicates level of "Collaboration" increases to be above NSW Government norm.

#### Progress towards achieving improvement measures

##### Process 1: Research informed Pedagogy

###### Quality Teaching Rounds

Embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation and timely feedback between teachers.

(2020– Focus– Deep knowledge and Deep Understanding through Learning Intentions embedded in every lesson)

Evaluation	Funds Expended (Resources)
The Guskey Thermometer reflected the success of the Quality Teaching Rounds. All staff involved moved forward and were able to identify further learning to enable further growth to have impact on student learning. Staff identified the value of working across faculties to observe content taught and pedagogical practice. The time provided to engage in professional dialogue around teaching is highly valued by staff and the connection with the University of Newcastle will ensure the continuation of QTR in the school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$40000.00)</li></ul>

##### Process 2: GLC Collaboration

Collaboration across the GLC occurs to provide professional learning across Stages 2–5.

2020– Technology Focus

Evaluation	Funds Expended (Resources)
The key outcome for this initiative has been the professional connections and growth across staff. Stage 3 teachers engaged with the high school expertise through the Masterclass program. They reported an increase in confidence and understanding with a desire to continue in 2020. A scope and sequence for the teaching of technology across the stages provided the direction for the professional learning.	

##### Process 3: School Collaboration

Implement a system to provide time for staff to engage in professional dialogue around pedagogy and wellbeing.

(2020– Masterclass leading to IPL time, explicit Teaming schedule, redevelopment of PL Room.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Feedback to Executive indicated the Masterclass and the Independent Learning Period was pivotal in PDP goal achievement. The provision of high quality professional learning based on PDP goals and the subsequent time provision to embed and develop further learning resulted in growth for staff particularly in the areas of technology application in the classroom and the differentiation of the curriculum to address student engagement and success.</p>	

## 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.

#### Improvement Measures

Wellbeing data (Use 2018 baseline) shows a reduction in negative referrals and suspensions.

Partners in Learning Parent Survey response to "Parents feel welcome" and "Parents are informed" above NSW Government norm.

Partnerships and programs with community and external organisations are embedded in the school structure.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning (PBL)

Implement a whole school approach to teaching positive behaviour to students and supporting staff wellbeing.

(2019 Classroom focus. 2020 Targeted Interventions and Support)

(2019– Staff Wellbeing Framework development, 2020– aligned to DoE Framework and launched

Evaluation	Funds Expended (Resources)
During 2019 PBL lessons were strategic in order to address the implementation of the BYOD policy and the change to the Mobile Phone Policy and to address any specific needs that arose throughout the year. The Gotcha Reward system that identified positive behaviour in the playground needs to be more consistently applied by staff. The PBL Honours Award is well supported and valued by students.	

##### Process 2: Community satisfaction

Undertake a customer service review based.

(2019– Review and monitor)

(2020– Analysis of three year data and future planning)

Evaluation	Funds Expended (Resources)
The annual customer survey identifies Francis Greenway as a professional place of education where staff interact and dress in a professional manner. The newsletter is still a popular means of communication but Facebook has become the overall preferred method. Parent feel they are listened to and able to make contact with the school to engage with teachers and executive around the education and wellbeing of their child.	

##### Process 3: School Exit Career Action Plan

Develop and implement a strategic approach to support positive school exit outcomes for students.

Evaluation	Funds Expended (Resources)
The Year 10, Term 4 program was highly valued by students. It met the	

## Progress towards achieving improvement measures

needs of all students and provided an opportunity for the HSC Hub teacher to develop Individualised Learning Plans for those student returning to the senior school. This program will be redeveloped using feedback obtained and will become embedded in the curriculum and will evolve to suit the needs of the current cohort.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$108 743.00)	The employment of two Aboriginal Student Learning Support Officers provided students with in class support as well as contributing to whole school cultural programs. The NAIDOC events were strongly supported by the community and the Languages program was identified by all stakeholders as an invaluable experience for young people.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$23 628.00)	Funding was used to employ a language specialist and release a Learning and Support Teacher to undertake individual tutoring for students. Students and their families report feeling more confident in their learning and are enjoying being at school.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$114 589.00)	With the employment of two additional SLSO's students were able to be withdrawn from class to work in small groups to improve literacy and numeracy. The internal data showed significant improvement in both areas for the majority of students.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$700 000.00)	The employment of additional staff including a HSC Hub teacher, Business Manager, Student Learning Support Officer, Community Liaison Officer and Technical Support Officer have been invaluable in providing the support and expertise required to allow teachers to implement the school plan initiatives.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$34 000.00)	Beginning teachers were released from class to complete professional learning, observe expert teachers and attend specific events including the Beginning Teachers Conference. There were three staff who were successful in gaining accreditation at proficient.
<b>Math Growth Project</b>	Employment of Coach	The project will take place over the next three years and is externally funded. During 2020 the project will be implemented.
<b>High Resolves</b>	\$12000 (Socio-economic background)	Staff professional learning occurred and was identified as high quality and relevant to our context. This program will be implemented in 2020 . Students undertook a Peak Experience in term 4 and were able to engage with it on a world level.
<b>Literacy Committee</b>	<b>Funding Sources:</b> • Socio-economic background (\$20 000.00)	The literacy committee, through Teaming used student writing work samples to plot growth. In addition, the analysis of NAPLAN question data was utilised to provide individualised support for students.
<b>Aboriginal Education Committee</b>	<b>Funding Sources:</b> • Socio-economic background (\$32 000.00)	The Write It Right program continues to be a high impact program both in terms of NAPLAN writing growth and in cultural connectedness.
<b>Future Focus Committee</b>	<b>Funding Sources:</b> • Socio-economic background (\$100 000.00)	All learning spaces have Prometheans installed. Staff have had high quality professional learning to support the use of them as a pedagogical tool.
<b>Numeracy Committee</b>	<b>Funding Sources:</b>	The numeracy team are involved in the

<b>Numeracy Committee</b>	• Socio-economic background (\$10 000.00)	Mobius Math group to support the teaching of Math in primary schools. This in turn will allow high school staff to scope and sequence across stage 3 and stage4.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	362	358	337	357
Girls	321	321	318	326

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	87.7	91.1	87.4	83.6
8	86.6	86.9	81.5	84.4
9	83.7	84.4	80.7	76.5
10	84	83.8	76.9	76.3
11	84.4	91.2	82.1	81.8
12	87.1	91.6	89	89.2
All Years	85.4	88.1	82.5	81.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	29	6
Employment	5	14	24
TAFE entry	12	10	32
University Entry	0	0	30
Other	0	0	7
Unknown	0	0	1

## Year 12 students undertaking vocational or trade training

13.89% of Year 12 students at Francis Greenway High School undertook vocational education and training in 2019.

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

93.2% of all Year 12 students at Francis Greenway High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.28
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2019 Actual (\$)
<b>Opening Balance</b>	1,108,798
<b>Revenue</b>	10,518,038
Appropriation	10,307,712
Sale of Goods and Services	25,119
Grants and contributions	174,668
Investment income	5,193
Other revenue	5,346
<b>Expenses</b>	-10,484,974
Employee related	-9,215,306
Operating expenses	-1,269,669
<b>Surplus / deficit for the year</b>	33,064

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,731,315
<b>Equity Total</b>	1,302,349
Equity - Aboriginal	108,743
Equity - Socio-economic	820,612
Equity - Language	23,628
Equity - Disability	349,365
<b>Base Total</b>	6,609,968
Base - Per Capita	163,468
Base - Location	0
Base - Other	6,446,500
<b>Other Total</b>	406,315
<b>Grand Total</b>	10,049,946

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

## School performance - NAPLAN

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

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

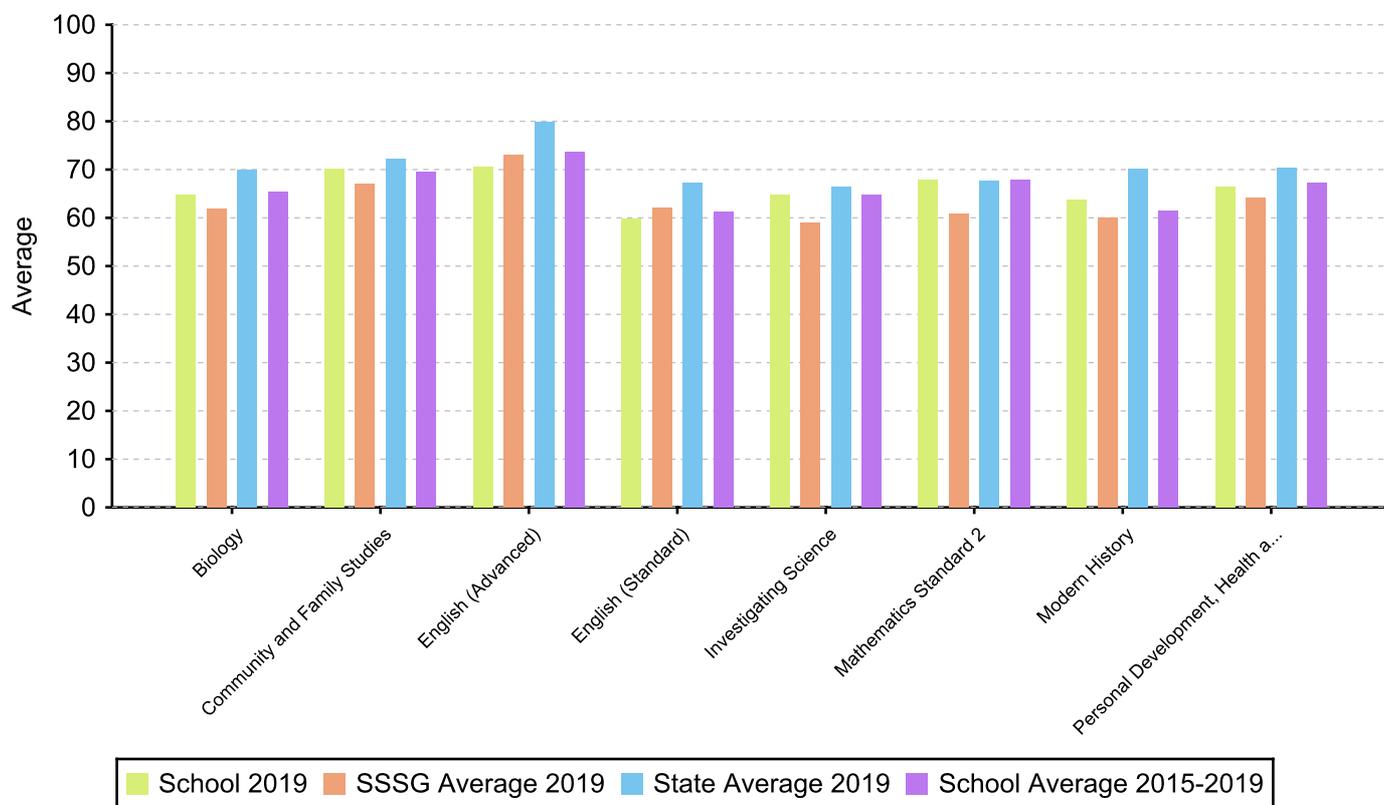
### NAPLAN Online

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

## School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	64.8	62.0	69.9	65.4
Community and Family Studies	70.1	67.0	72.2	69.6
English (Advanced)	70.6	73.1	80.0	73.6
English (Standard)	59.9	62.2	67.3	61.2
Investigating Science	64.8	59.1	66.5	64.8
Mathematics Standard 2	67.8	60.9	67.7	67.8
Modern History	63.8	60.0	70.2	61.5
Personal Development, Health and Physical Education	66.4	64.1	70.5	67.3

## Parent/caregiver, student, teacher satisfaction

The annual satisfaction survey identifies Francis Greenway High School as a professional place of education where staff conduct themselves in a professional manner and where front office staff speak in a clear, friendly and professional manner. Facebook is identified as the most effective form and preferred mode of communication. The area identified for further development is the number of positive phone calls made home.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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