

2020 Annual Report

Francis Greenway High School



8439

Introduction

The Annual Report for 2020 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.

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Message from the principal

As the Principal I would like to personally thank our school community for the support provided to our school during 2020. It was a challenging time for all of us as we navigated the world of Covid-19. The school community worked together to provide continuity of learning and well-being for our students who always remain our first priority.

One of the initiatives of this time was the FGHS Learning Hub website. This site was produced to provide reference, advice and resources for parents/carers and students. This site continues to be a source of information and learning for students and families. As we moved through this phase in our shared history we were very mindful that our individual, family and community health and well-being should always be the highest priority.

The students who completed the HSC and applied for university placements were successful in achieving this goal. In addition there were many students who completed their formal education and entered into their chosen career through traineeships and apprenticeships.

The staff and community collaboration for the development of the 2021-2024 Strategic Improvement Plan illustrated the shared vision the community has for the educational and personal growth of our young people. The feedback provided on all aspects of our school performance is highly valued and informs the future steps to be taken to continue to build on the strengths of this great school.

Message from the school community

Whilst Covid-19 made coming together as a school community challenging, the staff went to extensive efforts to maintain quality learning and effective communication with families. The regular Facebook updates and letters as well as the Learning Hub on the school website made it easy for families to follow the changes as they occurred. The regular phone calls from Year Advisers and other staff to check on the well-being and learning progress of students was amazing. The school was very generous in providing laptops and data for those students who didn't have access. This meant all students were able to access their learning through the Learning Hub and platforms used.

Message from the students

The student leadership team would like to thank the staff at Francis Greenway High School for the hard work and ongoing support provided to the students during remote learning. It was a stressful and challenging time to be a student but the school did everything possible to make sure our learning continued and that we were coping with the isolation. The Learning Hub made the access to our lessons very easy. Once we returned to school the teachers worked with us to make sure we were up-to-date.

School vision

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 738 students who attend the school, 17% 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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--------------------------------------------------------|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| 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 | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Francis Greenway has a specific targets in the 2021-2024 School Improvement Plan to move from Sustaining and Growing to Excellence in the areas of Learning Culture, Well-being, Effective Classroom Practice and Learning and Development by 2023. Further direction for growth will be identified through the External Validation that will be undertaken in 2022.

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.

Overall summary of progress

NAPLAN data indicates improvement over the three year planning cycle. The percentage in top two bands for reading grew with a peak of 8.2% in 2018, rising from 4.0% in 2017. There was a slight decrease in 2019*. Numeracy data shows a similar trend with the sharpest rise in top two bands from 2017 (1.0%) to 2018 (10.6%) before a slight decrease in 2019*. The percentage of students at or above expected growth followed similar trajectories. *It is important to note that in the 2019 FGHS students completed NAPLAN online. The department advice is that NAPLAN Online results should be treated cautiously.

HSC data indicates the percentage in Top 2 Bands peaked in 2017, reduced in 2018 before rising to 7.62% in 2019. Corresponding with this data however, is the Value Add (Year 9 to HSC) has increased each year with 2019 being the highest on record.

Overall the data shows positive upward trends, particularly when looked at as a rolling average and in the context of NAPLAN Online. This data indicates the specific strategies in place to lead to whole school improvement are proving to be effective.

The school is not able to determine the value added performance of HSC students given the data is no longer provided to schools. The interruption to face to face learning prevented the completion of work samples to validate the literacy growth on PLAN2.

An audit of teaching and learning programs demonstrate explicitness in the 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) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What does the data show us? Have school reports, work samples and grades reflected the meeting of student learning needs?</p> <p>The literacy lotus were developed in each faculty and implemented. Preliminary work samples illustrate a deeper knowledge of differentiating literacy in the classroom.</p> | <p>Teaming Meetings - three each term to develop, implement and evaluate the lotus.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background |

Progress towards achieving improvement measures

Is further professional learning required in the next school plan? The professional learning requires an ongoing plan due to the impact of Covid-19 restrictions. It will be embedded in the 2021-2024 School Improvement Plan for both literacy and numeracy.

(\$5000.00)

Reading- What impact has the implementation of the Lotus strategies had on student growth as shown by Plan 2? Students have been able to demonstrate three work samples relating to a specific skill and hence move forward on PLAN 2.

How does this data inform future teaching? Teaching programs have evidence of lotus activities embedded and evaluated and relate the the individual student's progress.

Have 80% of students shown expected growth using PLAN 2 ? This has been achieved and at varying levels. the 2021 data will provide a more valid result.

Do Stage 4 and Stage 5 programs across all KLA's reflect the differentiation of both learning experiences and pedagogy? The majority of programs and classroom practice indicates staff are able to differentiate for the majority of students. The next school plan will have a focus on individual instruction to further embed differentiation.

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)

Does Francis Greenway have a clear implementation process for the High Potential Gifted policy for 2021? A select group of staff will take responsibility for each of the four domains. They will identify students and provide opportunities for them to be extended. Each group will meet three times per term to track the progress of students, identification of new students, organise opportunities and document progress for individual students. What does the internal/ external data tell us has been the impact of the implementation? Preliminary data has identified students who would benefit from the implementation of the policy across all four domains. The professional learning for staff has highlighted the number of students who fit into the HPG and the commitment the they have to implementing the policy.

The proportion of students in the top two NAPLAN bands for reading and numeracy has risen from a low of 1.75% (3 results in 2016) to 10% (18 results 2019), exceeding the Premier's Priority target increase and school improvement measures.

Students at or above expected growth increased from 56% to 71% in reading and 40% to 72% in numeracy. (2016-2019)

Aboriginal students at or above expected growth increased from 33% to 76% in reading and 25% to 69% in numeracy. (2016-2019)

Scout: 'NAPLAN Value Added Across Schools' rank has risen each year from 392/442 to a remarkable 38/442 (2016-2019)

In 2018, NAPLAN Writing growth of Year 9 Aboriginal students was triple the state growth for all Aboriginal students and six times higher than Aboriginal students in statistically similar schools.

In 2019, NAPLAN Writing growth of Year 9 Aboriginal students was 12 points

Progress towards achieving improvement measures

above all students in NSW (42.8 vs 30.6).

Scout: 'HSC Value Added Across Schools' school rank has risen each year since my commencement at the school from a prior low point of 439/442 to reach 78/442 in 2019, a phenomenal improvement.

In 2016, 6% of HSC students gained direct entry to university. This increased to reach 30% of HSC students in 2019, representing an additional 21 students gaining direct entry to university

Process 3:

| Evaluation | Funds Expended (Resources) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>High Resolves- what data is available to identify the impact of High Resolves? Does student feedback identify value in the program and a better understanding of themselves as global citizens?. Years 7-9 engaged with content much better than Year 10. This was their first year of accessing the whole program. They have now completed 2 peak experiences and accessed the program more widely in LAW so next year they will be much more familiar with the program and concept. Next year, our peak experiences are going to be shorter (1 hour instead of 2) and with smaller groups (4 groups per year group instead of 2). This will hopefully increase engagement during the peak experiences.</p> <p>LaW and RYP- does the feedback from staff and students support the changes made to the programs. Both staff and student feedback identify RYP and LaW as highly valuable programs for supporting the learning and well-being of students. What needs to occur in 2021 for the programs to continue to evolve and have impact on students as independent learners. The implementation of 20 minute Team Time across Years 7-12 will cement the work being undertaken.</p> <p>Year 10 really enjoyed, engaged & developed valuable skills having their 'careers' lessons in Term 4. This also tied in well for Authentic assessment and 'interview practice'. Teaching study skills through various content had mixed success between classes. Changing the mindset that 'thinking work and learning' happens in LAW has been a challenge this year but there has been less student resistance for deeper learning activities.</p> <p>Research and investigation into Be You and evidence based well-being programs has occurred to inform the direction for 2021. The Be You allows us to survey the students and identifies the areas of needs providing evidence based practices and ideas to implement for each area of concern. The combination of High Resolves, evidence based well-being lessons targeting identified cohort needs, Authentic Assessment and the LAW program will continue to evolve to meet the needs of current cohorts.</p> <p>ILP- Did students identify the mentor support and ILP process as pivotal to them successfully completing their year of learning? Mentor Teachers developed the Independent Learning Plan goals further with the students. ILP interviews resulted in the collation of areas of student interest. This information was utilised by the CAT Team in supporting students in the preparation for their future career planning.</p> <p>Engagement by students with their mentor teacher will be improved in 2021 by issuing the mentor teachers with a list of suggested activities that they could complete each term with students. Students enjoyed 'Friendly Friday' as a chance to chat with peers and teachers.</p> | <p>High Resolves- \$8000.00</p> <p>HSC Hub Teacher- \$100000.00</p> <p>Stage 6 Deputy Principal - 130000.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$238000.00) |

Next Steps

The negotiated targets for student growth and attainment in the 2021-2024 School Improvement Plan will be achieved by:

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

- **Explicit teaching and pedagogical change** - Whole school program to explicitly teach literacy and numeracy, and setting of individualised learning goals. Change and adjust practice using the Progressions, explicit individual student goals and formative feedback to plot students and differentiate teaching.
- **Tracking students through analysis of data**- Tracking of students from the Gateway Learning Community from Year K-12 for early intervention and extension by analysing NAPLAN, HSC, Best Start, Check-in Assessments, VALID and Minimum Standard data.

All teachers committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- **Staff capacity building and pedagogical change** - Staff undertake 'What Works Best' professional learning in the themes of: Explicit Teaching, Assessment, and Use of data to inform practice. Deeper understanding of these themes, Progressions, and formative data collection drive data informed evidenced-based changes to classroom practice.
- **Collaborative practice** - Establish a collaborative support structure for teacher performance development, cross-faculty collaborations and evidence-based programming and lesson delivery.

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.

Overall summary of progress

The annual participants survey indicate 96% of participants identify quality teaching as the pedagogical basis of their teaching, 67% strongly agree that QTR had a positive impact on their use of formative assessment and 70% identified the associated professional learning as valuable. Feedback from staff via an affinity map identified the MasterClass model as the most effective and high impact professional learning initiative in the school. The impact on teaching is demonstrated by the completion of the PDP process whereby all staff provided evidence obtained as a result of their MasterClass learning. The impact on student learning is difficult to measure other than to note the correlation between the building of teacher capacity and improved learning outcomes for students.

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) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What impact has QTR had on the Deep Knowledge and Deep Understanding in the classroom. Does internal student data reflect impact? 70% of the participant's lessons coded at 4. This indicates the lessons had a sustained focus on a central concept with deep content knowledge.</p> <p>What does the collected evidence indicate? Does the feedback provided by the UoN reflect the school findings ? Are there any changes required for 2021? The school data collected forms part of wider research. The Quality Teaching Academy enables members to access the research, findings, resources and tools. The 2021 QTR program will be modified to allow the Growth Coach to provide specific support to early career teachers. Francis Greenway high school will also form teams with Thornton Primary school to work with the University of Newcastle.</p> <p>Do the findings confirm an improvement in teacher quality at individual, faculty and whole school level? The annual participants survey indicate 96% of participants identify quality teaching as the pedagogical basis of their teaching, 67% strongly agree that QTR had a positive impact on their use of formative assessment and 70% identified the associated professional learning as valuable.</p> | <p>Quality Teaching Rounds - Staff release- \$40000.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$40000.00) |

Progress towards achieving improvement measures

As an embedded professional learning initiative what will be the focus for the next school plan? The 2021-2024 SIP will use a modified school implementation structure and be known as Instructional Rounds with the model aligning to the What Works Best professional learning.

Process 2: GLC Collaboration

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

2020- Technology Focus

| Evaluation | Funds Expended (Resources) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The GLC Technology Champions have met twice each term via zoom to provide an avenue for planning and progressing the focus areas identified.</p> <p>The K-12 Digital Literacy Scope & Sequence is in draft form ready for consultation and approval in early 2021. This will provide the basis for teaching across the stages.</p> <p>The MasterClasses on offer for the primary staff have been attended by a few people. The timing of the learning prevents the attendance of most. To overcome this, FGHS has shared their DP Innovation with the primary schools during term 4. This has supported the completion of an IT audit, allowed demonstration lessons to occur and informed the BYOD implementation.</p> <p>The implementation of BYOD has been completed for stage 3 at Thornton primary with the remaining schools aiming for implementation by the beginning of 2022. The FGHS BYOD policy has been shared and will be the informing document across all school.</p> <p>In 2021 the focus areas will be the finalising of implementation of the BYOD policy and the Digital literacy Scope & sequence across all school. This will inform the tracking of student growth from K-12.</p> | <p>Deputy Principal Innovation - \$40000.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$40000.00) |

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 (Resources) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <p>All staff, including non-teaching staff have accessed professional learning via streams offered in MasterClasses. The streams were developed based on the collation of PDP goals and served to provide opportunities for learning and the provision of evidence of that learning. The hour provided to all staff the day following MasterClasses was highly valued by staff as a mechanism that allowed them to practice and embed their learning.</p> <p>How has the learning impacted on teaching practice and /or learning outcomes? Feedback from staff via an affinity map identified the MasterClass model as the most effective and high impact professional learning initiative in the school. The impact on teaching is demonstrated by the completion of the PDP process whereby all staff provided evidence obtained as a result of their MasterClass learning. The impact on student learning is difficult to measure other than to note the correlation between the building of teacher capacity and improved learning outcomes for students.</p> | <p>Internal Staff Expertise</p> |

Next Steps

The targets for the 2021-2024 School Improvement Plan will be achieved through the following initiatives:

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- **Inclusive and Collaborative Learning Environments** - Explore and develop consistent and effective teaching and learning practices across the school. Internal validation and executive observation will identify expert teaching practice and facilitate the sharing of this practice across the school.
- **Student Centered Learning** - Explore and develop a wide variety of learning experiences, instructional approaches and academic-support strategies that are intended to address the distinct learning needs, aspirations and cultural backgrounds of individual students and groups of students.

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Attendance - Develop and implement a Student Attendance Action Plan that encompasses an explicit five tier intervention framework with key accountability for all stakeholders.

Effective Partnerships - Partnerships will be established with / through:

- LearningEcosystemsforImprovedStudentOutcomes Professional Learning
- Business and industry
- The University of Newcastle
- Community agencies - Speech Pathology
- Specific partnerships will be formed to support our Aboriginal students.

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.

Overall summary of progress

In 2019 communication was an area identified for improvement. As a result the channel for communication now includes the school web page, Facebook, SMS and parent portal. The survey reported an increase in effective communication from satisfactory to very high. The Futures Team has worked alongside senior students to form individual learning plans that set both learning and career goals. They have supported students in accessing school based trainee-ships and apprenticeships as a result of partnerships formed with local businesses. Their support of students accessing scholarships includes the successful application by a Year 10 student who has received an Elsa Dixon Scholarship in Retail.

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) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>What impact has PBL had on student behaviour and engagement within school? Has there been a reduction in negative incidents and suspensions? The percentage of students suspended reduced by 3% over the three years. The average suspension length reduced by 17%.</p> <p>What does staff feedback inform us are the next steps? Is it necessary to have PBL in the next school plan? Staff feedback identified that PBL is embedded across the school and is not required as a key initiative for the 2021-2024 Strategic Improvement Plan. There will be a review of both the PBL routines and the rewards initiatives.</p> | |

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) |
|------------|----------------------------|
| | |

Progress towards achieving improvement measures

Over the past three years has FGHS been identified as a place of professional practice? The annual community satisfaction survey identifies Francis Greenway as a place that has a welcoming entrance and administration staff. The respondents noted the efficiency of return phone calls from staff and the genuine care for students as two key strengths. In 2019 communication was an area identified for improvement. As a result the channel for communication now includes the school web page, Facebook, SMS and parent portal. The survey reported an increase in effective communication from satisfactory to very high. Covid-19 has prevented the involvement in school activities including the P&C meetings. This has impacted the ability to expand relationships and partnerships across the community .

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) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>What options are available to support students following a positive pathway from school? During 2020 the Careers and Transition team was re-badged as The Futures Team. This team consists of an experienced careers advisor, a learning and support teacher and a HSC Hub teacher. Together they have established a Futures Hub, providing students from Year 7 with current information on careers and employment pathways.</p> <p>The Futures Team has worked alongside senior students to form individual learning plans that set both learning and career goals. They have supported students in accessing school based trainee-ships and apprenticeships as a result of partnerships formed with local businesses. Their support of students accessing scholarships includes the successful application by a Year 10 student who has received an Elsa Dixon Scholarship in Retail.</p> <p>Evidence of impact over the past three years includes the 2019 Mission Australia Survey that reported 84% of our students intend to finish Year 12 and 39% indicate they would apply for admission to university.</p> | <p>HSC Hub Teacher</p> |

Next Steps

The 2021-2024 Strategic Improvement Plan will build upon this success through the following initiatives:

There is a strategic and planned approach of whole school processes that support the well-being of all students so they can connect, succeed and thrive.

- **Staff Capacity Building** - Build capacity of staff through What Works Best professional learning modules (Well-being and Collaboration) to strengthen the create collective efficacy for student learning and success.
- **Pathways for the Future** - Transformation of the curriculum and timetable structure for the provision of mentoring opportunities around individualised learning pathways and career planning. Parents and students partner with school personnel to achieve individual learning goals and post school outcomes through a Learning and Futures Plan and a Graduate Portfolio

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

- **Capacity Building** - A professional learning culture is focused on individual and team improvement through engagement in holistic and contextual staff learning experiences, coaching and mentoring that builds on our values, experiences and knowledge of intra and inter school collaborative learning environments
- **Culturally Confident and Competent Teachers** - Through partnerships and participation in a variety of learning pathways, staff build confidence to create and deliver learning experiences that are culturally appropriate and relevant.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal background loading | Employment of two ASLSOs- \$96000.00 Funding Sources: • Aboriginal background loading (\$106 000.00) • Socio-economic background (\$30 000.00) | Attendance - Cultural connection was identified as a key driver for Aboriginal student attendance. In 2021 students will track their attendance in Team Time and be encouraged to engage in a range of cultural activities. |
| English language proficiency | ESL Teacher- \$7684.00 Funding Sources: • English language proficiency (\$7 684.00) | The students involved reported feeling very supported both academically and in terms of their wellbeing. |
| Low level adjustment for disability | LaST employed- \$100.000 Funding Sources: • Integration funding support (\$100 000.00) | As a result of the Building Bridges program, all 7 students continued on to Year 11. One student who moved has engaged in ALESCO. Two students completed a Barista Course and another two participated in a video for the Maitland Community Drug and Alcohol Team to use as promotional material. |
| Socio-economic background | Staffing costs- \$700000.00 Programs- \$100000.00 Staff release for QTR- \$60000.00 Funding Sources: • Socio-economic background (\$860 000.00) | Additional staff provided the specialised support for teaching staff, additional in class support for student, a specific focus on HSC success and the establishment of a specialised class. The Speech Pathology program enabled the identification and remediation of writing issues for Stage 4. The Guskey Thermometer identified Quality Teaching Rounds as high impact professional learning for improving teaching practice. |
| Support for beginning teachers | Staff Professional Learning and release from class- \$57000.00 Funding Sources: • Support for beginning teachers (\$57 000.00) | Due to the Covid-19 restrictions many of the planned activities were unable to occur and moved to 2021. |
| Disability Strategy | | Staff professional learning occurred for all staff. A small team developed the implementation document for Francis Greenway High School. |
| Career and Transition | Establishment of CAT Hub- \$5000.00 Funding Sources: • Socio-economic background (\$5 000.00) | The CATT have developed a comprehensive set of connections with business and industry to allow students to engage in work experiencing which has a greater possibility of leading to an apprenticeship. The individualised student approach to career planning has resulted in an increase in students gaining apprenticeships. An Aboriginal student successfully gained an Elsa Dixon scholarship to compete a School Based Traineeship for a Certificate II in Business. |
| Math Growth Project | Two teaching staff- \$200000.00- externally | Lesson Observations show that teachers have grown in their understanding of |

| | | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Math Growth Project | funded. Funding Sources: • (\$0.00) | evidence-based practices that positively impact student learning |
| High Resolves | High Resolves- \$8000.00 Funding Sources: • Socio-economic background (\$8 000.00) | Student focus groups report an increased awareness of global issues. Student engagement with the program is high. |
| Literacy Committee | Staff release- \$10000.00 Funding Sources: • Socio-economic background (\$10 000.00) | Staff report an increase in confidence in the explicit teaching of literacy in their subject area. |
| Aboriginal Education Committee | Write it Right- \$30000.00 Cultural activities- \$1000.00 Funding Sources: • Aboriginal background loading (\$40 000.00) | NAPLAN results were particularly strong in Year 9 Numeracy. The Covid-19 restrictions impacted on many planned activities. |
| Future Focus Committee | | Differentiation tools -DoE released a Digital Toolkit that matched what was being created. Key staff learnt how to use it and upskilled other faculty members. Different activities were written into programs. Wide range of assessments used across the school & subjects - New strategies for formative assessments include the use of Microsoft Forms & technological rubrics for feedback, Kahoot Pro to track data using the 'Pro' version and assessments in PDHPE/ PASS using Vlogs & learning portfolios |
| Numeracy Committee | Staff release- \$5000.00 Funding Sources: • Socio-economic background (\$5 000.00) | All faculties addressed the areas of weakness identified. The Mobius Math Network is established with other schools in the Hunter Network and meet each term. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 358 | 337 | 357 | 383 |
| Girls | 321 | 318 | 326 | 351 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 91.1 | 87.4 | 83.6 | 89.4 |
| 8 | 86.9 | 81.5 | 84.4 | 85.8 |
| 9 | 84.4 | 80.7 | 76.5 | 88.5 |
| 10 | 83.8 | 76.9 | 76.3 | 83.4 |
| 11 | 91.2 | 82.1 | 81.8 | 81.6 |
| 12 | 91.6 | 89 | 89.2 | 88.2 |
| All Years | 88.1 | 82.5 | 81.2 | 86.2 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 92.7 | 91.8 | 91.2 | 92.1 |
| 8 | 90.5 | 89.3 | 88.6 | 90.1 |
| 9 | 89.1 | 87.7 | 87.2 | 89 |
| 10 | 87.3 | 86.1 | 85.5 | 87.7 |
| 11 | 88.2 | 86.6 | 86.6 | 88.2 |
| 12 | 90.1 | 89 | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88 | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 | 18 | 18 |
| Employment | 1 | 6 | 22 |
| TAFE entry | 1.6 | 21 | 24 |
| University Entry | 0 | 0 | 32 |
| Other | 1.6 | 7.5 | 0 |
| Unknown | 0 | 0 | 8 |

Year 12 students undertaking vocational or trade training

22.62% of Year 12 students at Francis Greenway High School undertook vocational education and training in 2020.

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 2020 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) | 43.2 |
| Learning and Support Teacher(s) | 2.2 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 16.68 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---------------------------------------------------------------------------|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,141,862 |
| Revenue | 11,524,611 |
| Appropriation | 11,413,745 |
| Sale of Goods and Services | 19,279 |
| Grants and contributions | 87,861 |
| Investment income | 614 |
| Other revenue | 3,113 |
| Expenses | -11,401,500 |
| Employee related | -10,195,492 |
| Operating expenses | -1,206,008 |
| Surplus / deficit for the year | 123,111 |
| Closing Balance | 1,264,973 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 228,912 |
| Equity Total | 1,530,046 |
| Equity - Aboriginal | 124,753 |
| Equity - Socio-economic | 1,038,359 |
| Equity - Language | 7,684 |
| Equity - Disability | 359,250 |
| Base Total | 8,568,012 |
| Base - Per Capita | 176,006 |
| Base - Location | 0 |
| Base - Other | 8,392,006 |
| Other Total | 393,662 |
| Grand Total | 10,720,632 |

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

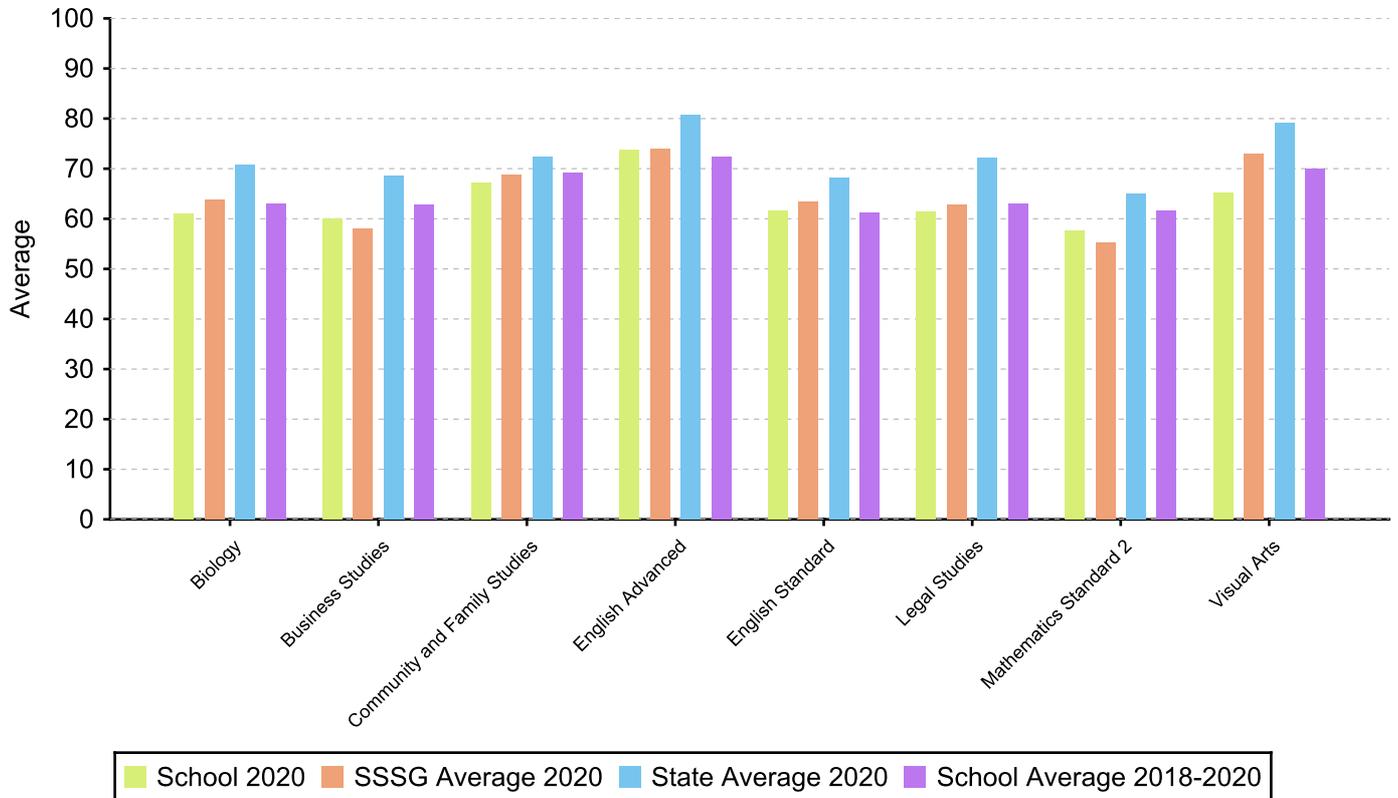
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020 | SSSG | State | School Average 2018-2020 |
|------------------------------|-------------|------|-------|--------------------------|
| Biology | 61.1 | 63.9 | 70.8 | 63.1 |
| Business Studies | 60.0 | 58.0 | 68.6 | 62.9 |
| Community and Family Studies | 67.2 | 68.8 | 72.4 | 69.1 |
| English Advanced | 73.7 | 74.0 | 80.8 | 72.3 |
| English Standard | 61.7 | 63.5 | 68.1 | 61.1 |
| Legal Studies | 61.5 | 62.8 | 72.1 | 63.0 |
| Mathematics Standard 2 | 57.7 | 55.3 | 64.9 | 61.7 |
| Visual Arts | 65.2 | 73.0 | 79.2 | 69.9 |

Parent/caregiver, student, teacher satisfaction

In 2019, communication was identified as an area requiring further development and hence was one of the focus areas for our school. It is pleasing to note that the annual community survey was strongly supportive of the mechanisms used for communication. Emails, SMS and FaceBook posts were identified as the preferred channels for receiving information relating to their child and school events. The monthly newsletter was valued by fifty percent of respondents.

The respondents identified the welcoming and supportive approach by the school, the anti-bullying policy and associated processes and effective methods for communication as key strengths. Areas for further development included the staggering of assessment dates across the term and greater recognition for positive behaviour.

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.