



Northampton
DISTRICT HIGH SCHOOL
A place to learn - A place to grow

Annual Report 2018

Introduction

2018 was an extremely busy and productive year at NDHS. Being the first year for new principal, Mel Hancock, there was much change planned and implemented in order to progress student outcomes across the school. Highlights of the year include:

- An increased focus upon evidence-based, quality teaching and learning processes to promote student achievement and consistency across the school.
- Implementation of iStar lesson design, phonics based instruction and Talk4Writing across K-10, supported by staff professional development
- Partnership with the SHINE program for our Year 8-10 girls
- Development of a whole school sustainability focus, becoming a Waste Wise School, tree planting days in the community and Horrocks Beach clean-up.
- Design and creation of a 'School Farm' by our Year 7s and 8-10 boys, led by a staff member dedicated to the project for one day per week. This staff member secured over \$10 000 worth of funding from grants to help build the school farm.
- Rebranding of the school to include a new logo and motto
- Outdoor Ed, Country Week, LADS and SHINE Camps for our secondary students
- Continued partnership with UWA for Aspire
- School based and NCVISSA sports carnivals and sports clinics
- NAPLAN online
- Youth Indigenous Forum, NAIDOC day, Wesley Aboriginal Dance Group Excursion, continued partnership with the Northampton Old School Community Initiative Inc.
- Young Writer's Workshops for Year 6 and secondary students
- QUBE Truck Incursion, Black Dog Riders Incursion, Defence Force Visit, World of Maths Incursion, Side Effect Drug Aware Incursion, Musica Viva, Tyler Webb Hip Hop Incursion
- Mel Hancock went to Harvard, USA as part of the DoE Principal's Fellowship
- Fundraisers and Dress Up Days: Buyabale 'Dress Like a Farmer' Day, Wear Footy Colours Day, Easter Hat Parade and Book Week.
- Continued partnerships with Allied Health, SSEN-D, SSEN-S, School Psychology Service and Youthcare for our School Chaplaincy Program.
- School Review process

While we are proud of the significant progress we have made within a year, it is recognised by all staff that school improvement is a continuing journey and we still have much to do. Our staff are dedicated to the very best outcomes for our students and have demonstrated momentous commitment towards achieving school goals.



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Relationships and Partnerships: Summary

How are you going? We believe that the relationships and partnerships within the school community are strong, but will always be a high priority and continuing focus for improvement.

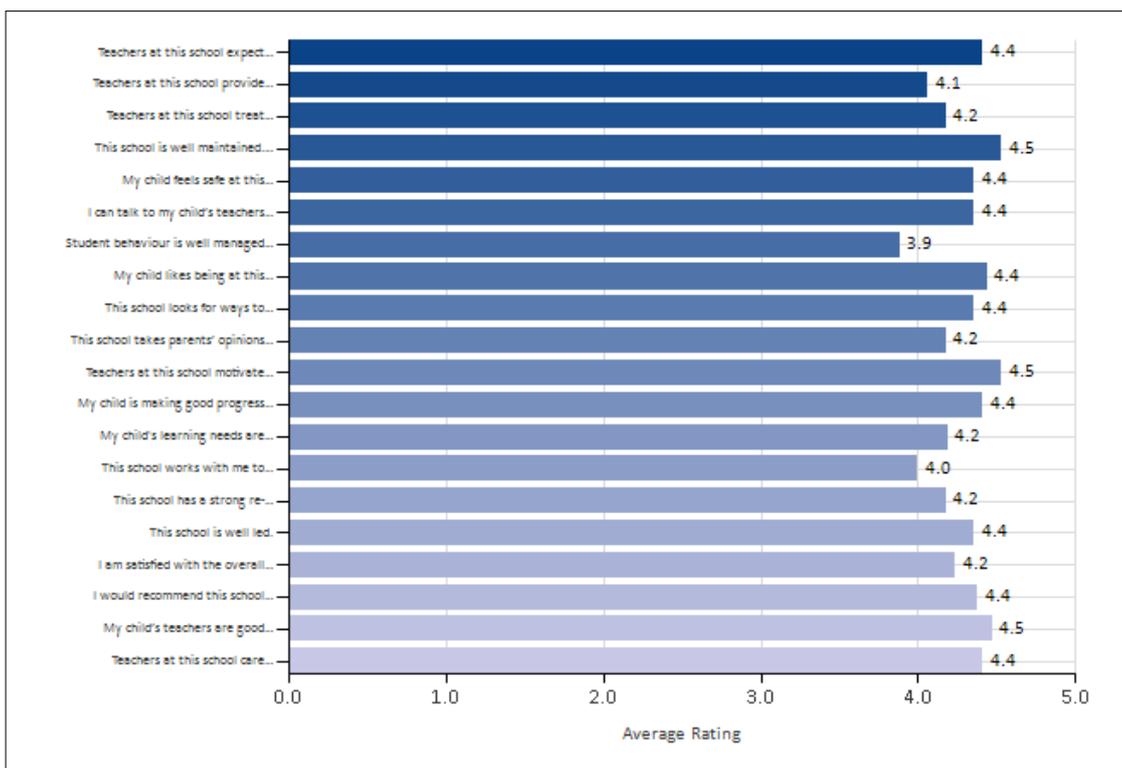
How do you know? Most evidence at this point is anecdotal, based upon verbal feedback, perceptions of culture and levels of engagement from relevant stakeholders. The annual school survey results have been used to assess that our data is aligned with our perceptions.

What are you doing to improve? We plan to continue what we are doing well and improve upon areas in need, such as improving time management around school council processes and generating more opportunities to positively engage with our Aboriginal community. Most importantly, we will continue to seek ways to enhance relationships and partnerships within the school to promote positive student outcomes.

2018 Parent Opinion Survey Results

Rating **Score**

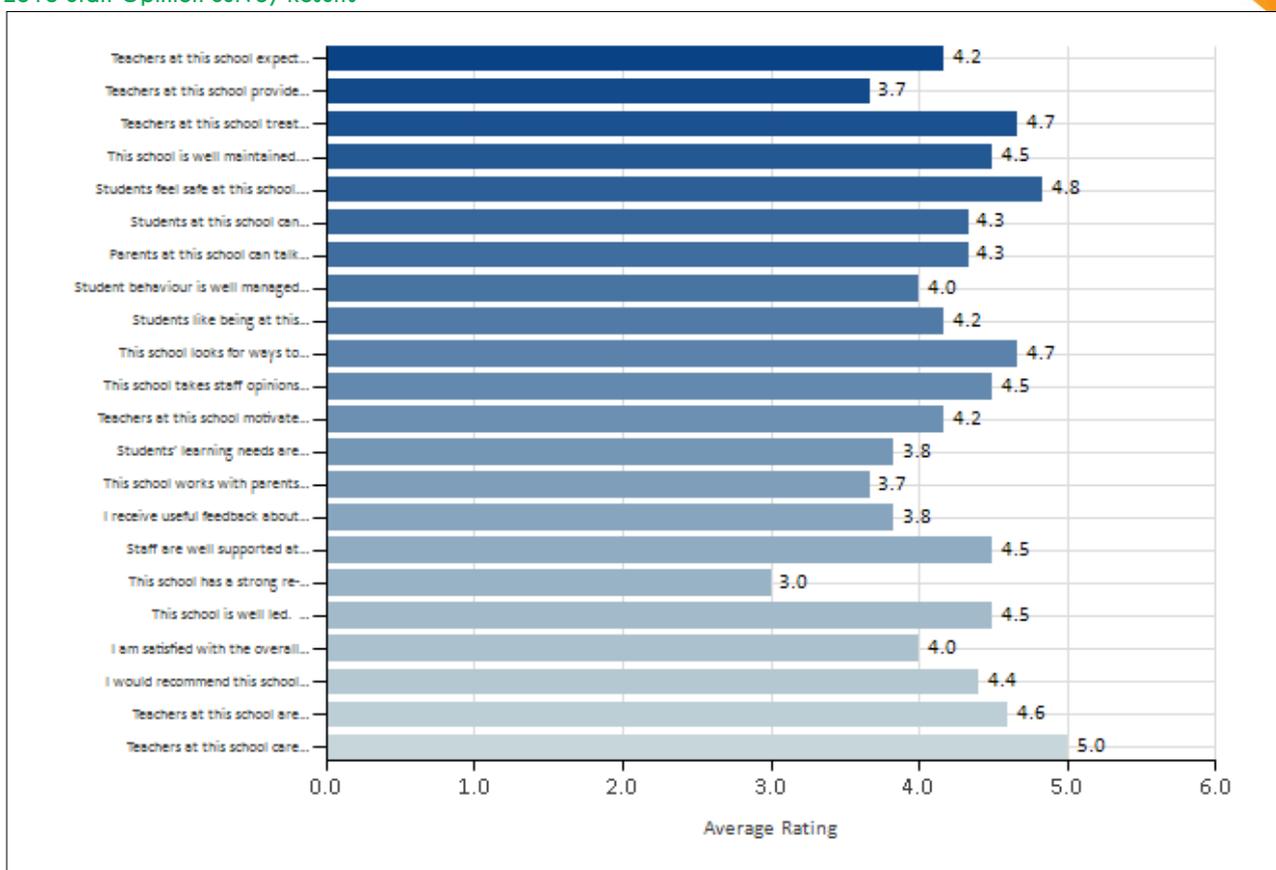
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1





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2018 Staff Opinion Survey Results



Learning Environment: Summary

How are you going? We believe that we have made significant improvements towards building a safe and orderly learning environment within the school over the past 12 months, but there is still much to be done in this area.

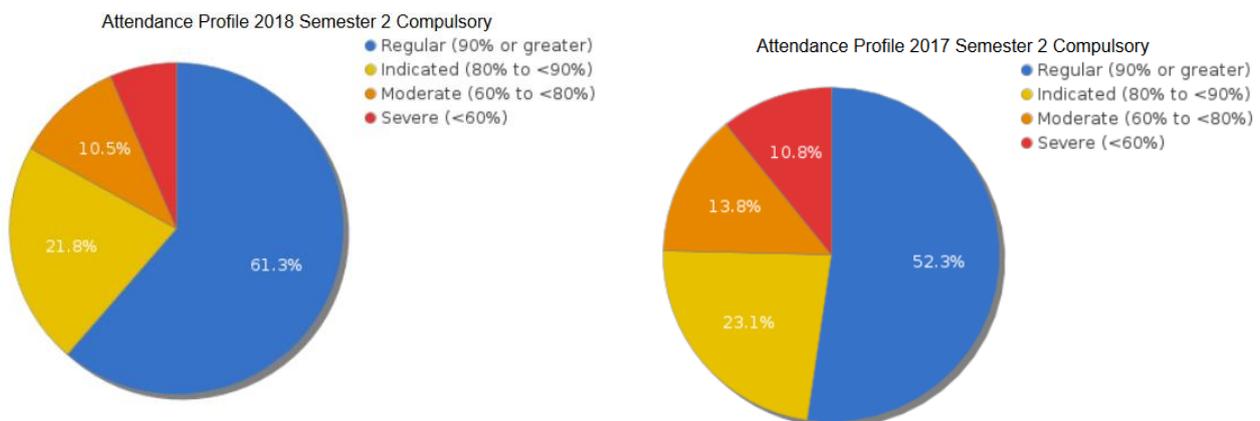
How do you know? We use school attendance and behaviour data to look at areas of concern and measure rates of improvement. Regular review of school data, anecdotal reports of student behaviour and concerns and newly formalised processes for the identification, assessment, and diagnosis of students with special needs has created consistency and rigor within this area and promoted greater disability resourcing. Professional learning has increased knowledge and understanding within the school as staff are now creating SEN IEP and GEPs for identified students,



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with regular planning meetings to review achievement of goals. A more rigorous and consistent approach to behaviour management and reporting is promoting a greater understanding of our students and how best to cater to their needs.

What are you doing to improve? We constantly review current processes to look for ways to work more efficiently and to a higher standard. The admin team regularly seek feedback from staff to assess what is working and not working, and staff willingly communicate these things to promote improvements. This means that we are constantly discovering elements within the school, such as old or inadequate school policies, that need work.



Leadership: Summary

How are you going? Feedback from staff, parents and community about the change in school leadership has been overwhelmingly positive and this can be felt within the culture of the school. Another indication that things are working in a positive trend is that all proposed change initiatives have been implemented with the full support of the staff and school community, without any major blockers to progress. Because of the sheer volume of improvements needed within the school, there is a danger of losing rigor within these new initiatives if the time isn't allowed for follow up and review. We are conscious of the need to prevent change fatigue by not expecting too many changes at once, and will continue to monitor how staff are tracking by seeking regular feedback from them.

How do you know? Staff willingly seek to improve their practice to raise student outcomes by attending all relevant PL and collaborative meetings. All contribute to discussions relating to our improvement agenda and provide honest feedback about their perceptions. Staff report satisfaction with the current leadership's direction of the school and appreciate being included



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within school improvement processes. Further information about staff and parent perceptions of our leadership are available through our annual survey results, which indicate that the majority of staff and parents agree to strongly agree the school is well led (4.5 rating).

What are you doing to improve? There is still much to do. We aim to have all planning documents consulted upon and finalised by the end of Term 1, 2019. The analysis of school data is an ongoing requirement of the leadership team and school staff to ensure that a school-wide focus on school improvement is maintained. Performance management, classroom observation and feedback processes need greater rigor to ensure that teachers are having the greatest possible effect on student learning, and that they are aware of their effect on student learning. Teacher collaborative time needs to take more of an action learning approach where data is interrogated and constantly reviewed for improvements.

Use of Resources: Summary

How are you going? Budget planning for 2018 was done in Term 4, 2017. We have funded all school improvement initiatives this year within this budget, however we will have a far greater ability to focus upon areas of need to plan for 2019 with the contextual knowledge that we now have. A significant spend upon improving staff and student access to technology as well as staff professional learning, has been characteristic of our spending this year. Additionally, we have increased resourcing of staffing to assist students with special needs, either with extra EA time or by funding expertise to upskill staff within the school.

How do you know? [See the financial summary report, attached](#)

We have maintained a tight budget this year and managed to fund all initiatives planned for school improvement. Short and long term planning for workforce and reserves was catered for.

What are you doing to improve? Budget planning for 2019 will be clearly linked with strategic goals and operational planning, to fund school improvement initiatives drawn from evidence. This will allow for a clear and transparent process that highlights where our money is allocated to be spent, before it is spent. A comprehensive workforce plan will be developed by the end of Term 1, 2019.

Teaching Quality: Summary

How are you going? Improving teaching quality is a continuing focus and investment within the school. We are subscribing to a culture of high standards and expectations, however teacher knowledge of what constitutes effective teaching practices are still developing through ongoing professional development. Teachers need a lot more support to learn how best to use technology



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to enhance learning. Teacher's use of data to inform planning, teaching and further assessment is inconsistent within the school. Formal collaboration in an action learning model such as those seen in effective professional learning communities is yet to be implemented. Formal classroom observation and feedback processes are yet to be employed.

How do you know? Student results are inconsistent. Informal classroom observations, professional conversations, performance management and collaborative meetings highlight a deficit of knowledge and practice within teaching staff. Grades and NAPLAN results are not aligned. Technology is not integrated into the curriculum but used on the side.

What are you doing to improve? Plans for 2019 include timetabling formal collaborative time with a focus on data analysis to inform planning, teaching and further assessment, implementing formal classroom observation and feedback processes, upskilling staff on the use of technology to enhance learning through additional professional learning and sharing meetings such as 'techie breakkies', developing a more comprehensive understanding of the AITSL standards for teachers, and maintaining a focus upon high standards and high expectations for all.

Student Achievement and Progress: Summary

How are you going: NAPLAN results are unsatisfactory across all learning areas, particularly in the Year 3 and Year 5 cohorts. There lacks alignment in teacher grade allocation to NAPLAN results, indicating a need for further upskilling in curriculum and moderation. On Entry results indicate that students in K-1 are not making sufficient progress.

How do you know? [See the NAPLAN performance summary report, attached.](#)

The NAPLAN performance summary report from Schools Online describes an overall downward trend across most year levels and learning areas, despite some large variances in achievement between different cohorts.

This year all year levels, except for Year 9, which was below, matched 'like' schools in numeracy.

Reading was below 'like' schools for Year 3, Year 5 and Year 9, but above for Year 7.

Writing was below 'like' schools for Year 3 and Year 5, above for Year 7 and similar to 'like' schools for Year 9.

Spelling was below 'like' schools for Year 3 and Year 5, and above 'like' schools for Year 7 and Year 9.

Grammar and Punctuation was above 'like' schools for all year levels other than Year 3.



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The comparative performance summary indicates some improvement from last year's results, however most results are still below the predicted school mean, and significantly so for Year 3 and 5 Reading, Year 5 Writing and Spelling, Year 7 Numeracy and Year 9 Spelling.

Our triangulation reports indicate that Aboriginal students are over-represented at or below minimum standard for all year levels and learning areas.

On Entry reports for PP and Year 1 students show an insufficient amount of progress, with few students starting Year 1 having achieved the PP ceiling point of 1.6.

Grade alignment with NAPLAN results depicted in Schools Online indicates that teachers, particularly in reading and writing, lack alignment, indicating that teachers need continuing support to effectively plan, teach and assess within the curriculum to make consistent and accurate judgements.

What are you doing to improve? We are using a combination of system data and school based data to create our school plans to effectively strategize for improvement and raise student outcomes. Evidence suggests that there are weaknesses within teaching and learning in our early and middle primary years, particularly in reading, writing and spelling. We have already implemented expectations of a full literacy block for all primary teachers to include a phonics based spelling program and guided reading, the Talk 4 Writing process and the iStar lesson design framework, Macqlit and Minilit intervention practices- all of which have been supported by the provision of professional development and individualised support for teachers by the admin team.

Informal classroom observations have led admin to believe that more rigor was needed within these processes and continued support is needed to ensure all processes are done to a high standard and that teachers are aware of the impact they are having on student learning. We will use school based data, collected into a whole school database to help inform admin of this. Teachers will also be supported to work with data to evaluate the needs of their students through the provision of timetabled collaborative time, formalised classroom observation and feedback, moderation processes and ongoing professional learning.

School and system data will provide information about students at educational risk. These students will be case managed to promote improvement by assessing their needs, and through the provision of individual or group plans and intervention strategies such as participation in Maqlit if suitable. A continuing focus high expectations and standards, as well as on attendance and engagement within the school will support this.