

# Swansea High School

## Annual Report



2016



8389

## Introduction

The Annual Report for 2016 is provided to the community of Swansea High 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.

Robyn Leggatt

Principal

### School contact details

Swansea High School

Park Ave

Caves Beach, 2281

[www.swansea-h.schools.nsw.edu.au](http://www.swansea-h.schools.nsw.edu.au)

[swansea-h.school@det.nsw.edu.au](mailto:swansea-h.school@det.nsw.edu.au)

4971 1761

### Message from the Principal

Swansea High staff and students have been actively engaged in a quality improvement cycle during 2016. Our Positive Behaviour for learning program has been extended to include our Tier 2 expectations for classroom behaviours that are underpinned by our core values of respect, responsibility and readiness to learn. The expectations were refined from data collected through surveys, forums and focus groups by our student leaders and working party.

Staff have continued to implement programs to support improvement in our NAPLAN results including further training and accountability in the implementation of the Super 6 Reading strategies aimed at enabling students to use a range of strategies to decode challenging text. A writing program designed to provide a consistent structure for writing a variety of text types has been included in all faculties as well as a Mechanics of Writing process to support improvement in grammar and punctuation. Numeracy has been targeted through the Fantastic Five Program incorporating the key elements of solving word based numeracy problems and the Super 6 Reading strategies.

Our HSC results for 2016 were extremely positive with a number of subjects delivering results close to, at, or above Department of Education state average, including Legal Studies, Geography, English Advanced, Maths General 2, Mathematics and Drama. This is an improvement on previous years.

The Creative and Performing Arts continued to develop with representation in StarStruck, Bandfest, and the National Art School as well as school based extension opportunities in the Music Ensemble, Rock Bands, Guitar, Choir, Dance and Art.

Sport continues to play a large role in life at Swansea High with our Girls Basketball Team once again Regional Champions. Our students gained CHS representation in a variety of sports.

Our Aboriginal program has been re-developed with new staff being added to our existing Education Group. Students have been involved in cultural and education support opportunities.

A differentiated program has been developed and piloted during 2016 for Stage 5, with students able to opt for a more vocationally oriented pathway which will better meet their needs moving forward to the HSC.

We are working toward improved connection and engagement of students to promote commitment to their learning and improved students outcomes.

# School background

## School vision statement

Swansea High is a safe, friendly, healthy and energetic learning environment. There are strong partnerships between staff, students and the community who all strive to achieve personal best. To ensure all have an equal opportunity to succeed we are respectful, responsible and ready to learn.

## School context

Swansea High School is a comprehensive coeducational school with an enrollment of 660 students. The school has 73% of households in the lower middle and lower quartiles. The indigenous population is 10%. We are committed to providing a supportive learning environment, fostering greater student participation and encouragement to achieve their personal best. We have a strong technology base that aims to increase student engagement along with providing a key process for sharing learning and teaching resources. In conjunction with our partner schools, the Super 6 Literacy Strategies are being implemented across all KLAS to improve literacy pedagogical practice and outcomes. Our numeracy team are re-imagining the numeracy development program to better embed numeracy in all faculties.

We have 49 teaching staff who range from very experienced to early career, including seven head teachers. We also have eight administration staff and four student learning support officers. The staff at Swansea High are innovative and focused on continual improvement.

We are a Positive Behaviour for Learning School which is student led with expectations developed by students for students.

Programs to support retention from partner Primary schools, the creative and performing arts and gifted and talented programs have been implemented and producing positive learning outcomes.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Within the Learning Domain of the School Excellence Framework Swansea High is well described by the Sustaining and Growing criteria with a commitment within the school to an improvement orientation. There are whole school systems and processes that deliver quality classroom learning outcomes and develop student responsibility for their own learning. A targeted area for development in 2017 is to develop the use of internal student data to track student progress and allow student reflection in establishing personal learning goals.

Within the Teaching Domain the school is best described by a combination of criteria within the Delivering and Sustaining and Growing within the elements of Effective Classroom Practice, Data Skills, Collaborative Practice, Learning and Development and Professional Standards. The use of data to identify and systematically target areas for growth at a student level has been increasing and is a target for development for 2017. Staff consistently collaborate to share expertise and work in teams to develop new understandings and skills to better meet the needs of students. There have been regular reviews and observations to ensure the targets of the School plan are being implemented.

Within the Leadership Domain Swansea High demonstrates the descriptors of Sustaining and Growing and Excelling. There is a high level of leadership density with many staff at different levels leading a variety of programs designed to support progression of our strategic directions. Succession planning has resulted in teams replacing individuals in key processes to ensure cultural capital is maintained. Students play a key role in the development of structures and processes and provide feedback relating to school performance and the community are offered opportunities to provide feedback at each parent teacher meeting. The school's resources are maximised to provide the best possible advantage to students as well as to the community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Creating stimulating learning environments

#### Purpose

To create physical and learning environments that have high expectations, are engaging, personalised, flexible, inclusive and where students and staff gain skills to support their progress.

#### Overall summary of progress

Progress is in advance of on track with programs and classroom practice reflecting the dimensions and elements of the Quality Teaching Framework. A full understanding by students of this model is still to be completed in the final year of the plan. Technology has expanded with the use of laptop trolleys and the focus on professional learning for staff on a variety of technologies that will assist in improving engagement. The development of the Learning Space in the Library has accelerated the understanding for the need for a significant paradigm shift to meet the needs of today's students and a team of staff are leading the way to Inquiry based learning incorporating the 4Cs – Critical Thinking, Creativity, Collaboration and Communication. Nearly all students participated in the reflective interview process at the completion of Years 8 and 10.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Teaching programs reflect the Quality Teaching Framework	<p>Classroom observations of 50% randomly selected staff to evaluate evidence within classrooms indicated demonstrated Quality Teaching practices in all classes observed. Forum with randomly selected students to determine understanding of quality teaching practices indicated students had an understanding of what a good learning environment looked like but did not have the language or understanding of the Quality Teaching Framework.</p> <p>Significant progress in establishment of Inquiry Learning Space in the Library</p> <p>Laptop Trolleys established in each faculty and technology introduced into the Library space. SLSO technology supported improved engagement of students with laptops in classrooms. Staff led professional learning in a wide variety of software and programs with very positive uptake and feedback from other staff.</p>	<ul style="list-style-type: none"><li>• Socio-economic background \$120 000</li></ul>
80% assessments are 'as & for learning	Faculty Review and analysis of programs indicated increase in Assessment as and for learning. There is still a way to go to ensure sustainability and embedding in practice but the process is on track for the 3 year plan. Classroom Observations indicated evidence of assessment as and for learning in 70% of classrooms	Professional Learning time and programming time. Professional Learning in Assessment as and for learning. \$15,000
100% programs are differentiated	Staff have provided evidence that they have differentiated programs during the 50% of faculty reviews that have been conducted in 2016. Reasonable adjustments were evident in programs and classroom observations in all faculties.	Socio-economic background (\$18000.00)

## Next Steps

Continued development and implementation of the Inquiry Model of Learning to reflect the Quality Teaching Framework.

Continued use of technology to engage students – increased number of trolley and exploring strategies to expand funding to support equity in the use of technology. Exploration of options associated with student funded technology and the expansion of alternate future focused learning spaces through out the school.

Continued development on reasonable adjustments and the use of data to inform targeted interventions.

## Strategic Direction 2

### Developing positive partnerships and relationships

#### Purpose

Fostering positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

#### Overall summary of progress

The implementation of the Positive Behaviour for Learning Framework has been extremely successful with the students leading research and data analysis within the school to identify and refine the Tier 2 expectations within the classrooms. These are behavioural expectations based on our core values of respect, responsibility and readiness to learn. The continued role of PBL Coordinator has also supported this process. Since the inception of this program referrals have decreased significantly and the percentage of students in the green zone of 0–1 referrals for the term has increased to 86%.

Digital roll marking has been implemented and has improved tracking of attendance and the appointment of an attendance coordinator has further supported improved attendance and reduced partial truancy. Unfortunately this has been offset by a small percentage of non–attenders that results in no improvement in actual attendance data.

A suite of well–being programs has now been scheduled annually to support universal, secondary and tertiary students needs and the continued appointment of a well–being coordinator has supported progress and a well–being SLSO has also been appointed. The number of students accessing the programs has increased.

The community partnerships we enjoy have been strengthened. The communication strategies have significantly improved with the introduction of Skoolbag and Facebook and the rebranding of many of our communications has resulted in vastly improved feedback from parents.

Our Aboriginal Education Team has had some obstacles with staffing which we have worked hard to overcome during 2016. Even so, the students participated in a range of cultural and educational support programs as well as the development of PLPs during the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% reduction in mid–range referral numbers	Positive Behaviour for Learning expectations published and student leaders trained for implementation in early 2017. Well–being Co–ordinator continued. PBL statistics indicated a 20% reduction in average weekly referrals from Term 4 2015 to term 4 2016. The percentage in the green zone of 0–1 referrals has increase by 3% from Term 1 2015 to term 1 2016 with 86% of students in this zone. PBL has become a foundational process for staff and students.	Socio–economic background \$40000.00
1% Improvement in attendance data – whole days and 30% in partial truancy	The digital roll marking has improved the tracking process of students and there has been a significant decrease in partial truanting as a result. Unfortunately our overall attendance data has not improved despite the increase in followup.	Socio–economic background \$18000.00
All identified Aboriginal students undertaking Norta Norta Tutoring	The Aboriginal Education workers were appointed and programs implemented. Unfortunately we had staffing issues that has impeded progress during Semester 2. The team was finally fully established in mid term 4 and planning for 2017 undertaken. All students identified from NAPLAN received Norta Norta Tutoring and all students who requested	Aboriginal background loading \$55000.00  Socio–economic background \$18000.00

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All identified Aboriginal students undertaking Norta Norta Tutoring	Senior tutoring received o 1–1 tutoring.	

### Next Steps

Tier 2 PBL expectations are being implemented in 2017. Further strengthening and targeting of needs based intervention strategies will continue with the support of the well being SLSO. The PBL & Well-being coordination roles will merge in 2017 as the roles move into maintenance modes. Although our attendance processes are considered best practice by our HSLO (Home School Liaison Officer) they will be further refined to support all students to improve attendance. The Aboriginal Education Team is now established with a newly appointed Coordinator with a 2017 annual plan established.

The communication Team is continuing to support a consistent rebranding of all communications published from Swansea High.



### Strategic Direction 3

Promoting individual personal best

#### Purpose

Opportunity for success is the right of all students and staff. Tailored learning supports the achievement of personal best and develops self-confidence.

#### Overall summary of progress

The SHS Literacy team has established accountability structures to ensure staff are implementing the Reading (Super 6), Writing (TEEEEC), question deconstruction (SVO) as well as the Mechanics of Writing into their programs and teaching practice. Staff have also been provided with professional learning in the Fantastic 5 numeracy approach and how to effectively implement this into teaching programs.

There has been significant progress in the development and subsequent implementation of Health Care, Personalised Learning, Individual Education and Risk Management plans being completed with parent and student input. These plans are now easily accessible and accountability structures implemented to ensure identified reasonable adjustments are implemented to support improved student outcomes.

A revised Staff Induction process has been developed and implemented in 2016 to support new staff to understand the processes, procedures and programs in place at Swansea High.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of programs have Super 6 Literacy strategies embedded	<p>Programs mostly have Super 6 embedded however, classroom observations have indicated Super 6 reading strategies are being included but not explicitly taught. Staff were made aware of the data and the need for improvement in this area.</p> <p>The TEEEC writing program has been incorporated into all faculty programs and is evident in classwork and assessments. Staff have been trained in the Mechanics of Writing and SVO. NAPLAN data did not show significant improvement in reading or writing and this has been communicated to staff and time provided to improve the implementation strategies.</p>	<p>Socio-economic background \$45000.00</p> <p>Low level adjustment for disability \$48000.00</p>
Fantastic 5 Program implemented in year 8 maths classes	<p>The Fantastic 5 Numeracy framework has been systematically implemented across Year 8 Maths classes and the whole school numeracy program has been implemented across the various faculties. An audit of the numeracy component of each faculty was undertaken to emphasise and identify the role of each faculty in the development of numeracy skills. NAPLAN data was acceptable but could improve.</p>	<p>Socio-economic background \$19000.00</p> <p>0.3 staffing</p> <p>\$5000</p>
Teacher Accreditation plan refined for all TRA and developed for HA and lead teachers.	<p>A new Induction Program was developed and introduced with all new teachers completing the process. Teachers requiring accreditation or maintenance were supported by a mentor. Aspiring HA and Lead Teachers were provided with external support to better understand the requirements of the accreditation process.</p>	<p>Professional Learning Time</p> <p>Support for beginning teachers \$2000.00</p> <p>Allocation as part of HT duties.</p> <p>\$2000</p>

## Next Steps

Ongoing accountability observations to ensure implementation of literacy and numeracy programs and support for staff who require professional learning.

Greater support for staff who are aspiring to HAT and LEAD status in accreditation

Student plans to be refined through use of NAPLAN data and the development of an inschool tracking process to monitor student progress so students can reflect on their own learning more effectively.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The Aboriginal team was established with 3 staff employed. Unfortunately due to staffing issues the team was not effectively on board until term 4 and then one staff member had to take leave due to illness. These issues made continuity difficult and stalled the effective implementation of the programs. Even though this occurred the staff coordinators implemented a Didgeridoo and cultural program for the boys and a cultural/art program for the girls. In class support was also provided for students below the Benchmarks in NAPLAN and all senior students received tutoring if requested (90% of students requested).	Aboriginal Education Workers x 3  Staff Coordinator  \$70 000
<b>English language proficiency</b>	A teacher was sourced and students approached to participate in a tutoring program. All students availed themselves of the opportunity. This did not occur until term 2 so not all funds were expended.	\$15 000
<b>Low level adjustment for disability</b>	The targeted needs focused approach was utilised with a referral process developed to identify where the critical needs were including in-class and individual academic and behaviour support. The SLSO support was then allocated based on LST review of the referrals and behaviour data. This proved successful with assessment completion improving significantly. An alternate education focus was created for Stage 5 where they engaged in a vocational pathway toward their HSC supported through LLAD	\$96 000
<b>Socio-economic background</b>	The programs introduced as listed in the Strategic Directions have had a significant impact on the learning and opportunities that students can access. Behaviour referrals have reduced by 20% and N Awards have reduced by 10% from 2015. Participation in extra curricular activities including the band, Star Struck, sport, the STRIVE Tutoring Program and well being programs has increased. HSC growth data has been excellent and NAPLAN data has remained static.	\$200 000
<b>Support for beginning teachers</b>	All beginning teachers were provided with reduced face to face teaching time and allocated a mentor that supported them to develop teaching programs that included the key components of our school plan and gain a deeper understanding of the skills required. They also were provided with a second mentor to support them in their accreditation process. The feedback was positive from the staff involved.	\$43 000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	331	328	319	332
Girls	335	330	313	335

The school enrolments have seen a decline over 2013–2015 due to a decrease in demographics in the partner schools. This decrease occurred while the retention rate from our partner schools increased. In 2016 there was an increased enrolment due to increased raw numbers and an increased retention from partner schools.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.4	92	92.4	91.2
8	89.6	91.1	88.7	87.7
9	85.9	88.5	88.8	85.9
10	81.2	83.3	84.9	83.6
11	74.9	82	78.9	83.1
12	84.5	83.2	84.7	85.9
All Years	84.7	86.8	86.4	86.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Orr school is recognised within the area as having best practice attendance programs in place. An attendance coordinator manages the full and partial non attendance. We operate digital rolls which allows instant access to attendance data and this is followed up by written contact as well as phone contact to communicate quickly with parents. Attendance monitoring cards are undertaken with students who have unexplained absences. Well-being support is

provided where required and alternate educational providers sourced if a need is identified. Students are also referred to the Home School Liaison Officer if all attempts by the school have not resulted in improved attendance. Year 11 has shown a significant improvement and Year 12 an improvement. As a result of this information a plan has been developed for 2017 to target Years 8 and 9 with an intensive intervention process.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	5	8
Employment	0	6	34
TAFE entry	1	1.5	6
University Entry	0	0	32
Other	2	0	0
Unknown	0	0	20

Students in Years 10 and 11 left Swansea High to either move into employment or turned 17, completed their mandatory schooling and left to seek employment. Most of the latter had part time employment. Most student continued to complete the HSC. This was due to the alternate pathways and TVET and VET subjects offered to better meet the needs of students seeking employment rather than a tertiary entrance.

### Year 12 students undertaking vocational or trade training

Of our HSC cohort 35% of students undertook a Vocational Education Course. The Vocational Education courses offered at school included Construction, Metals and Engineering, Hospitality and Retail.

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

94% of our HSC cohort of 64 completed their HSC with 4% completing a ROSA.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	7
Classroom Teacher(s)	33.6
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	9.28
Other Positions	3

\*Full Time Equivalent

Swansea High has no Teachers who identify as Aboriginal or Torres Strait Islander. We employ 3 Aboriginal Workers on a part time basis.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33

### Professional learning and teacher accreditation

Total Professional Learning costs were \$39 240 with \$32 224 from casual relief and \$7 106 in course costs. There was also professional learning undertaken in school during teachers own time led by staff within the school. The percentage of funds expended on each Strategic Direction externally were as follows :

Strategic Direction 1 – Creating stimulating learning environments – 44%

Strategic Direction 2 – Developing positive partnerships and relationships – 31%

Strategic Direction 3 – Promoting individual personal best – 25%

Literacy and numeracy were high priorities during in school professional learning and would account for

lower percentage being required externally.

The Staff Development Days focused on the mandatory policy requirements as well as components of the literacy program – (Super 6 reading, TEEEC writing, SVO and Mechanics of writing), the development of technology skills, PBL development, Assessment for and as learning including feedback, staff reflection and goal setting in relation to Quality Teaching and Hattie's Visible Learning. Consideration to progress and future directions as bench marked by the School Excellence Framework was also investigated.

All staff who have been required to undertake accreditation have been supported through mentors provided. There are seven staff currently developing evidence to support accreditation at Proficient and eleven staff who are have attained accreditation at Proficient and are undertaking maintenance at this level. There are four staff currently developing evidence for Highly Accomplished and Lead Teacher Accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>488 557.65</b>
Global funds	499 012.48
Tied funds	549 389.67
School & community sources	176 751.39
Interest	12 615.55
Trust receipts	39 764.22
Canteen	0.00
Total income	1 766 090.96
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	106 372.03
Excursions	78 248.29
Extracurricular dissections	118 002.52
Library	6 027.66
Training & development	0.00
Tied funds	492 658.74
Short term relief	129 275.43
Administration & office	69 094.79
School-operated canteen	0.00
Utilities	111 724.16
Maintenance	38 422.72
Trust accounts	31 853.08
Capital programs	0.00
Total expenditure	1 181 679.42
<b>Balance carried forward</b>	<b>584 411.54</b>

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

## School performance

### NAPLAN

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

The significant results in Year 7 include that 72% of girls gained greater than expected growth in numeracy and 58% of girls had greater than expected growth in Grammar and Punctuation. The extensive literacy programs implemented have not had significant positive impact on Year 9 NAPLAN results in 2016. There has been a positive trend prior to this in all areas and the 2017 results will indicate whether the slightly downward trend is an aberration or a continuing trend. As a consequence of these results, however, in the short term there has been an increase in the accountability and ongoing evaluation to determine the efficacy of the literacy programs. The 2016 results as seen on the My School website, however, are positive when compared to similar schools. A major focus for development is in the area of writing. A coordinated approach across the school has been implemented and has been further embedded into assessment and classroom practice. Significant issues included Year 9 girls improvement in writing and reading and decrease in spelling. Also significant were Year 9 boys decreased scores in reading.

Although the NAPLAN results were not as positive in terms of growth from previous years the students still performed at a level commensurate with or above similar schools. There has been a positive trend for the past 3 years and 2016 did not see the same growth. The numeracy program has been implemented in Year 8 classes where an additional teacher leads each class for 80 minutes per week to support the development of basic numeracy skills including the Fantastic 5 process – combining the Focus On Reading Super 6 strategies and Newman's Analysis, a structured approach to identifying the key processes in solving numerical problems. Significant issues included girls decreased scores in numeracy.

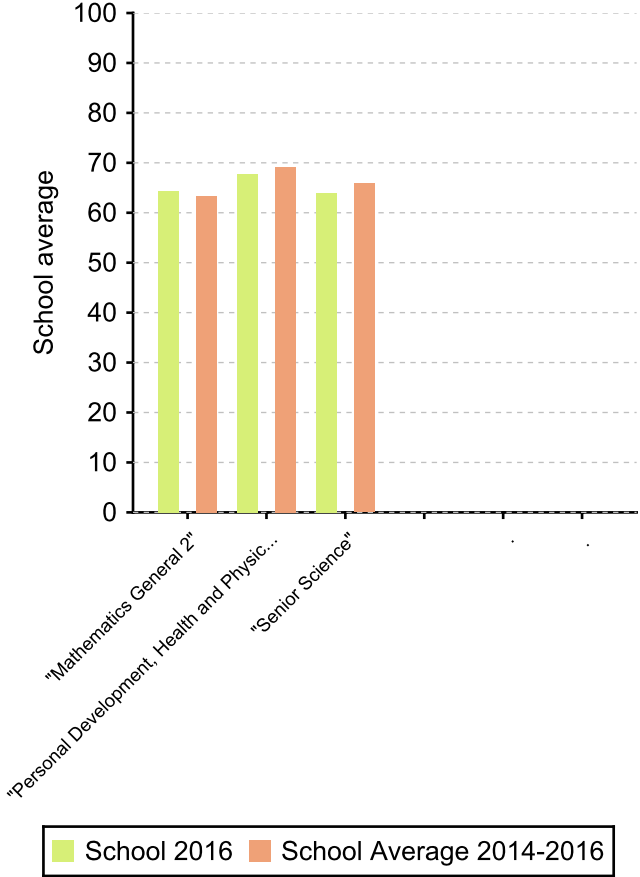
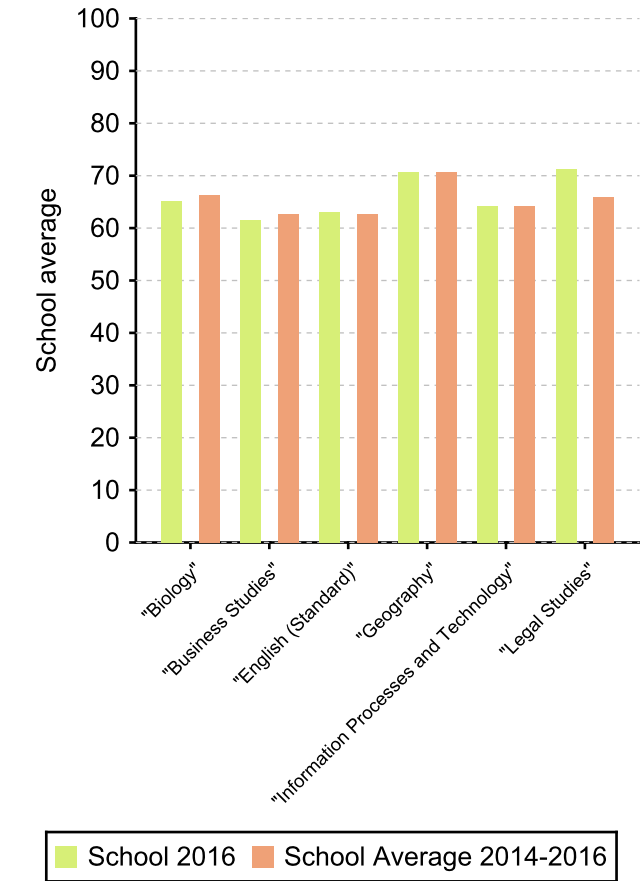
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Our Aboriginal students average results were above State Department of Education and All State Aboriginal students. There were 8.3% of Aboriginal students in the second top band. The growth for Aboriginal

students was better than expected for 40% of students. Identified Aboriginal students receive in class support from an Aboriginal tutor funded through the Aboriginal component of RAM as well as general support form low SES funding for non identified students..

Higher School Certificate (HSC)

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



Although our top results were not as high as previous years this years growth rates were outstanding. The school performed at or above the state Department of Education average in Advanced English, Drama, Geography, girls in Extension 1 English, boys in General Maths 2, boys in Mathematics and boys in Legal Studies. The trend data showed improvement in most subjects.

Parent/caregiver, student, teacher satisfaction

At each parent teacher interview parents are asked to complete a satisfaction survey, particularly if they have an issue they wish to raise. Of these surveys 98% have only contributed positive feedback and the 2% were mostly relating to capital expenditure items they would like to see including air conditioning. There has been positive feedback relating to improved communication. Student input has been included in all aspects of our Positive Behaviour for Learning process with surveys, forums, workshops and small group interviews to determine the issues they believe are important to them within the school including learning space reviews, classroom climate, behaviour and the criteria for a good teacher. All of this input was included in the development of future learning spaces within the school, feedback to staff and the development of classroom expectations for staff and students.



## Policy requirements

### Aboriginal education

The Aboriginal Team has been inconsistent throughout 2016. We had established two Aboriginal Education Worker positions, as well as two Junior tutors and a range of senior tutors in 2015 to support our students both culturally and academically. Due to staff gaining alternate positions we began 2016 with only one worker. We undertook a recruitment process and continuing unforeseen circumstances meant that 2016 was a very inconsistent year for staffing. Even so, the Aboriginal program was extensive, supported by our Aboriginal Education Coordinators, and the following outcomes were demonstrated:

Our 2016 Captain was a proud Aboriginal young man.

Senior students undertook Career and TAFE pathways interviews and senior students were provided with one on one tutoring.

Intensive in-class support was provided for identified students from NAPLAN results.

Galgabba NAIDOC celebrations were held at Swansea Primary School where Swansea High students assisted in coordinating Traditional Indigenous games, dance and didgeridoo workshops.

Our didgeridoo and dance groups toured the partner schools during NAIDOC Week, performed for the community and family BBQ and traveled to our partner schools each week to lead and mentor our younger students.

The Junior AECG continued to provide a forum for Aboriginal students to meet and discuss relevant issues. The Junior AECG participated in an information session led by the Minimbah AECG for secondary and primary Aboriginal leaders.

Our Aboriginal students participated in Walk a Mile Koori Style to raise awareness and pledge against domestic violence.

Our students participated and were runners up in the Annual Bahtabah Oz Tag Day.

A Swansea High School Aboriginal Education uniform was designed using the Galgabba logo.

Our students participated in Identity and art programs and the girls participated in Sista Speak.

We look forward to a more consistent year in 2017 where we can expand and refine the programs to allow the greatest exposure to cultural and academic programs to support improved learning outcomes for our Aboriginal students.

### Multicultural and anti-racism education

Our anti-bullying day celebrated difference and students were encouraged to support the following – We believe that everybody has the right to live in a community where they feel safe, included, valued and accepted regardless of differences. We pledge to be respectful of others and stand up against bullying whenever and wherever we can. Students wrote their own personal pledge and these were placed next to the above which was published on an entire stair well where students pass daily and are able to read and reflect on the school and their own pledges. The Year 12 Society and Culture class also chose a cultural ritual to research and 'live' for a period of time to experience the issues that it raised for them and to gain a deeper understanding of the culture. On completion of the week the students discussed the numerous curious interactions and discussions they had with other students and staff about what it meant and how this deepened both their and others understanding.