

# South Grafton High School

## Annual Report



2016



8406

## Introduction

The Annual Report for 2016 is provided to the community of South Grafton 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.

Megan Johnson, Principal.

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## Message from the Principal

South Grafton High School has once again been the setting for impressive student achievements, academic, sporting and cultural. Students and staff have ventured along a diverse range of teaching and learning paths, with new challenges and exciting opportunities. The year has seen the end of some eras and the beginning of new ones. The very face of our school has and will continue to be transformed as new construction and refurbishment takes place. 2016 has seen significant student achievements as outlined in the following.

### Attendance

Attendance at our school has improved over the last 12 months with students in all years exceeding the targets for attendance. Congratulations to the students who attended the principal tea party afternoon.

### Academic Achievement

In terms of academic achievement, I must commend the high performing HSC students from 2015. I must make mention of the fact that the students who utilised HSC study night at the Grafton Library were South Grafton HS students. Various students have achieved very high results in all of the academic competitions.

### Cultural Achievement

Guja Murra our Aboriginal dance group. NAIDOC Week was run by SGHS students for primary schools at Alamy Creek. Other programs for ATSI students such as: SLIKK, Norta Norta; Yilaami Bulambi Miindala (come together learning) Ellie Lucas; Garden – Angela Beshaw; PLPs; Stellar Ab parents meeting and the uni trip and AIME.

Drama night was an excellent night supported by parents, showcasing all aspects of drama at our school. Also the Community of Schools (CoS ) Dance night.

The Schools Spectacular was seen on the television towards the end of 2016. Students participated at the Schools Spectacular in Sydney which is a magnificent opportunity for them.

Culturally, we celebrated special events such as ANZAC Day and Remembrance Day.

We watched our young women in Year 11 be welcomed formally into Grafton society via a very successful and enjoyable P and C Debutante Ball. Much thanks to Debra Dewberry and Yvonne Cameron for their dedication and organisational expertise for a successful Deb Ball.

**Sporting Achievement** Including: Rowing; Canoeing; Swimming; Athletics; Swimming; Boxing; Dragon boats; and various other sports.

## Student Leadership

Our Captains, Angela and Max, went to Sydney for a special leadership day at Parliament House.

Student leadership and the Student Representative Council were a dominant force again this year, with Mrs McBeath coordinating the SRC. The SRC have been very active, with student leadership, conducting many fundraising and awareness raising promotional events.

I would like to thank Angela and Max our outgoing captains, for all their work in leadership this year. I really appreciated that when a job needed to be done, they were immediately “on board” and represented our school with dignity. I am delighted to welcome Megan Vitali and Braden Cooper as our new student leaders for 2017. I know that they will also do a wonderful job.

## Compassion and Empathy

Students supported causes which considered the plight of others. Some examples include: Stymie; SMILE; Wear it Purple day; RUOK day; Bandana day; White Ribbon day and many other programs initiated by the SRC.

Community events supported by students included: Red Shield Appeal – “Spirit of the Shield Award” and Support of the Jacaranda festival.

New constructions this year have included the following: Upgraded cover over walkways; Canteen area; Pottery shed; Trade Training Centre, officially opened by Mr Kevin Hogan MP (Federal Member for Page).

## Staff

From a staffing perspective, we farewelled several staff. We wished Mrs McGregor well with her promotion to Deputy Principal at Macksville High School and Mrs Gaye Kelsey as Deputy Principal at Maclean High School. Mrs Fisher took up a position at Induna and Mr Andy Black a position at Maclean High School. I wished Mr Laybutt, Mr Creagh, Mr O'Connor and Mr Saye all the best for their retirements.

I welcomed to South Grafton High School Mr Gareth Smith, HT PDHPE, Ms Rachael Piper HT Mathematics and Ms Anna Carle HT HSIE.

I would like to thank our staff for a wonderful year of teaching and learning. We are indeed very fortunate to have such diverse, talented and committed teachers at South Grafton High. I would like to publicly acknowledge their sustained and considerable dedication to our students welfare and learning.

To our parents and carers, thank you for supporting the school throughout the year. We do appreciate your assistance, whether it be in transporting students, working with children, providing work experience or work placement opportunities or working in the canteen. A school can never achieve optimum outcomes without the support of its families and the wider community. I would like to thank the P&C for its continued support.

We will continue to be on the journey to realize our school vision of *excellence and innovation*., driven by the spirit encapsulated in our school motto *Sursum spectantes*. (looking upwards)

The continuing success of South Grafton High School does not happen overnight, but is a result of the collective hard work put in by our teachers and the steadfast support of our school community and parent body.

Congratulations to our many students who have achieved outstanding results in key learning areas, culturally, in sporting pursuits and in terms of leadership and citizenship throughout 2016. Thank you for your commitment, your courage in meeting challenges and your dedication to being the best you can be. – That is the pursuit of your personal best.

Looking at the academic year to come – I believe South Grafton High School will prosper as it continues to fulfil its purpose. We are determined, more than ever, to take and keep our rightful place among the successful NSW schools. We will equip our students to function and prosper anywhere in this world.

Greg Court, Relieving Principal

## School background

### School vision statement

To create a culture of excellence and innovation and instil the values of safety, respect, responsibility and personal best that will inspire lifelong learners.

### School context

South Grafton High School is a rural, comprehensive, co-educational high school where 19% of students identify as Aboriginal or Torres Strait Islander. With "Excellence and Innovation" central to our ethos, we aim to foster successful learners who are confident, creative individuals and active, informed citizens. This will be achieved through sustained continuous improvement and development of leadership potential whilst embedding our core Positive Behaviour for Learning (PBL) values. South Grafton High School is part of the Grafton Community of Schools, which allows the community to cater for student needs through a collaborative decision-making cycle. The school seeks to be firmly grounded in our local community with strong links to universities, TAFE, local business, and volunteer organisations. We aim to provide opportunities that allow students to develop a high standard of excellence and provide equity of opportunity for all members of our school. Our school aims to provide learning environments that cater for individual student learning needs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

### LEARNING

South Grafton High School is delivering a learning culture and excelling in the area of wellbeing. Expectations of behaviour are explicitly taught to students through special interest group lessons every three weeks and relate to a variety of school settings such as classroom, playground, hallways, canteen and assemblies. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours appropriate to their age and level of understanding, as expressed in the Behaviour Code.

This is achieved through our Positive Behaviour for Learning (PBL) structure. This year we have evaluated the PBL program, a member of our PBL team continues to coordinate the learning hub for our area and the whole staff have participated in PBL professional learning at a staff meeting and school development day. The staff handbook has been updated to incorporate PBL values and expectations and a PBL professional learning pack has been given to all staff including new staff. The purchase of a lion costume for our mascot also occurred. Our PBL rewards system has expanded to include the local shopping centre, where security issues CALM awards to students who are displaying our core values.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Gifted and Talented Extension Opportunities (GATEO) have been posted on the school's website for students to complete at their leisure. Four students completed GATEOs in 2016.

School programs address the needs of identified student groups and the school encourages students to recognise and respect cultural identity and diversity. Special interest electives are offered in Years 9 and 10 and HSC courses are delivered according to student choice. Aboriginal students have been involved in the GCoS NAIDOC celebrations, the Yarning Circle, Bangarra Dance, the Schools Spectacular and dance visits to local primary schools. An Aboriginal Education Committee (AEC) continues to meet fortnightly.

Attendance rates are regularly monitored and action is taken promptly to address attendance issues with individual students. The Head Teacher Teaching and Learning is responsible for the monitoring of attendance. Parents and carers are able to use Sentral to check the attendance of their child through logging on to the parent portal. The parent portal

offers parents online access to school reports, timetables, daily notices, student marks and homework and assessments. We are currently working towards whole school adoption of this access. On the reward side, attendance certificates are handed out termly for those students who have 98% attendance or above and are also invited to a principal's tea party annually with their parents/carers.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. In 2016 the school undertook a voluntary internal review of wellbeing processes, along with the two other high schools in the Clarence Valley, in order to assess and align programs across high schools. High schools in the Clarence Valley have also shared their "Tell Them From Me" survey data in the area of wellbeing to ensure consistent practices. Senior executive from SGHS, Gilwinga Public School and the Director Public Schools NSW participated in developing practices to enhance collaboration using John Hattie's Visible Learning Model. This included the sharing of Planning for Literacy and Numeracy (PLAN) data across schools to track students on the literacy and numeracy continuum. The school continues to operate self select and platinum classes and offer academic scholarships to students coming into Year 7 annually.

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. The welfare committee meets fortnightly, which includes the Head Teacher Welfare and year advisers. Students have established a Wellbeing and Support, Mentor, Inspire, Listen, Encourage (SMILE) team to mentor other students in the school. An anti-bullying committee has developed anti-bullying implementation guidelines. Bendigo Bank and volunteers assist in the running of a breakfast club every morning of the school week from 8.30am in the school hall. The Rural Fire Service continues to run its sports program. The learning support team meets weekly and case manages students with specific learning needs.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. Eight Year 9 students were involved in the Youth Frontiers program which allowed students to develop a project that benefitted the community. These projects were then presented to the Grafton community. Students were also involved in the Core of Life program.

In the area of curriculum and learning, SGHS is sustaining and growing. Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school actively collects and uses information to support students' successful transitions. This is achieved through utilising the learning and support team, offering students ATAR and Non ATAR pathways, offering vocational education and school to work pathways. Involvement in the Clarence Valley Industry Education Forum (CVIEF) and the Stellar program assist in offering the most diverse learning opportunities possible within the Clarence Valley and beyond. A .4 careers and transition advisor was employed to assist disengaged students with work experience options and to establish the Certificate II Foundation Skills for Work (FSK) class to operate in 2017.

The school has an effective plan for student transitions in place. Year 6–7 information nights, orientation days and Term 4 transition classes have all assisted student transition. The Year 7 adviser is selected a year in advance to ensure the student/ teacher relationship is developed with all students transitioning to the school.

Teachers differentiate curriculum delivery to meet the needs of individual students. This year six staff participated in online differentiation training, a registered 40 hour course.

Curriculum provision is enhanced by learning alliances with other schools and organisations. The Clarence Science Initiative, which involves Years 5 and 6 students is one such learning alliance. The school was also involved in the University of Newcastle Career Aspirations longitudinal study and the Australian Indigenous Mentoring Experience (AIME) program with Southern Cross University.

Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities. Some additional programs that students have been involved in include, Premier's Debating, chess competitions including the hosting of the regional chess competition, the Science and Engineering Challenge, Tournament of the Minds, the Maths Olympiad, the HSC booster day at UNE, Science in the Bush, SRC Camp and the Cube Rider technology project.

In assessment and reporting, South Grafton High School is delivering. Online individual student reports include descriptions of the student's strengths and areas of growth. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. Parents are updated on the progress of their children in Terms 1 and 3 at parent teacher interviews and Terms 2 and 4 through the issuing of reports. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

In student performance measures the school is working towards delivering. Our NAPLAN and HSC results have improved significantly over the past 12 months. 10% of the HSC cohort achieved more than one Band 5 or 6 with several subjects including physics, chemistry and mathematics extension 2 above state average. NAPLAN results in writing improved with our focus on extended writing in 2016.



## TEACHING

The school is delivering in the area of effective classroom practice. Teachers regularly review and revise teaching and learning programs. Stage 6 accountability folders are monitored each term. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Two staff undertook instructional leadership training in 2016 and 18 staff have completed the Teacher Talk program, which is discussed further in Strategic Direction 1.

Data skills and use is delivering. Teachers analyse and use student assessment data to understand the learning needs of students. Head teachers analyse HSC data annually and staff have a data requirement in their accountability folders. Business Intelligence tool data informs the school's learning goals and the school monitors progress towards them via the school plan.

The school leadership team regularly uses data to inform key decisions. There is minuted executive meeting discussion of data analysis and future directions.

In relation to collaborative practice the school is sustaining and growing. Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Two staff members specialising in literacy were employed in 2016 to work with individual faculties on improving extended writing across the school. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. The teacher talk team has continued to collaborate with an increasing number of staff in the delivery of this program. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

All staff are involved in creating Professional Development Plans (PDPs) and goal setting. Staff continue to be actively trained in differentiation.

South Grafton High School is sustaining and growing in the area of learning and development. Teachers participate in professional learning targeted to school priorities and their professional needs. The Head Teacher Teaching and Learning monitors whole school teacher professional learning in line with the school plan. All paid positions in the school go through an expression of interest process. Teachers actively share learning from targeted professional development with others. One staff member, who was trained in Non-Violent Crisis Intervention, has now trained a majority of our staff. Other staff members regularly share their knowledge with others through delivering school development day seminars

The school is working towards delivering in relation to professional standards. Teachers are committed to their ongoing development as members of the teaching profession. Staff participate in school development days, have undertaken training in Sentral, extended writing, differentiation and wellbeing.

## LEADING

In the area of leadership, SGHS is sustaining and growing. Parents and community members have the opportunity to engage in a wide range of school-related activities. There is parent representation on committees such as the finance committee and the school planning committee. The school community is positive about educational provision. Community forums have been held to gauge community perceptions of educational delivery. Subject selection and information evenings are held for Stages 4 into 5 and Stages 5 into 6.

The school is committed to the development of leadership skills in staff and students. Student Action Teams such as SMILE, Student Leadership is Koori Kids (SLIKK), Student Representative Council (SRC) and the holding of annual student forums have been instrumental in giving students a voice.

Leadership development is central to school capacity building. The school trained two instructional leaders in 2016.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students as demonstrated by our involvement in the CVIEF, Stellar, Freshstart, TAFE, AIME and Bendigo Bank.

The school community is committed to the school's strategic directions and practices to achieve educational priorities. Extensive consultation has been sought from the school community to have input into school planning processes, including phone and web based survey, community forums and P and C meetings.

The school is delivering in the area of school planning, implementation and reporting. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school acknowledges and celebrates a wide diversity of student, staff and community

achievements through our PBL awards system and through the continuation of a promotions and marketing committee.

Monitoring, evaluation and review processes are embedded and undertaken routinely. This year there has been a review of assemblies, roll call and special interest groups.

The school is working towards delivering in relation to school resources. Systematic annual staff performance and development reviews are conducted through the PDP process and associated meetings and observations using teacher standards. Accountability folders are in place for all teachers of Stage 6 and checked in week 8 each term.

Workforce planning supports curriculum provision and the recruitment of high quality staff. Under Local Schools Local Decisions the school has employed staff to target specific areas of the school plan, including a Head Teacher Teaching and Learning and the employment of an Operational Paraprofessional Technology.

In relation to management practices and processes, South Grafton High School is sustaining and growing. The school leadership team communicates clearly about school priorities and practices. Notices are published on SENTRAL daily and a newsletter is emailed or posted once per week to our community and posted on the school's website.

Administrative practices effectively support school operations and the teaching and learning activity of the school. The school undertook a restructure of school administrative and support staff roles.

Accountability practices are tied to school development and include open reporting to the community. This year has included a review of wellbeing programs.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. The continuation of the SENTRAL software system for management in the school of attendance and behaviour monitoring and the ensuring that all school staff are supported to develop skills for the successful operation of administrative systems has been essential to improved communication.

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

### Highly Effective Teaching and Engaging Learning

#### Purpose

Enabling teachers to develop and implement highly effective teaching practices, skills, and strategies to ensure engaged learning for all students. All teachers are expected to establish a collaborative and consistent environment in all classrooms; underpinned by the Positive Behaviour for Learning (PBL) core values.

#### Overall summary of progress

##### Engaging Learning for All

##### Positive Behaviour for Learning (PBL)

In relation to teaching systems, lesson plans on identified areas were developed for use in special interest groups. Lessons were delivered by all staff every 3 weeks. Lessons developed were placed into the PBL folder on the teacher drive and emailed out to all staff ahead of lesson delivery. In relation to expectation systems, SASS staff were trained in PBL at a SASS meeting and refresher training is now being run annually at twilight professional learning sessions. In relation to implementation systems the staff handbook has been updated, especially to inform our casual and temporary staff of PBL processes and practices. This has been issued to all staff and has been incorporated into our school's staff induction program. In regard to problem behaviour response system, the matrix has been placed on all teaching desks and an annual check of signage has been undertaken. As a community of schools' initiative, Grafton Shopping World is issuing CALM tokens to students who demonstrate our core values in the community with a view to expanding this approach to other businesses in the Grafton area. These students are placed in a draw to be awarded at our fortnightly assemblies.

##### Student Action Teams

The purpose of this project is to transform teaching and learning through the development of an authentic model for a student centred school which is flexible and adaptable to a wide variety of contexts. Leadership in participatory learning, through engaging student voice in multiple ways is the cornerstone of this multifaceted and multilayered project. However student voice alone is not enough to transform schools; strong instructional leadership and a powerful interrelationship between student voice, teachers' professional learning and reflective practice are vital. A student led forum was held in Term 1 to allow all students to highlight the future directions that South Grafton High School should take. The Support, Mentor, Inspire, Listen and Encourage (SMILE) team involving Year 11 student mentors being trained in the area of Wellbeing continued to operate as a Special Interest Group. This program, developed by a group of senior students at the school, can provide social support, positive reinforcement, alternatives to drugs/alcohol (such as fitness, music, arts and others stress relieving activities), self-esteem and confidence building activities, ways to deal with bullying, and ways to deal with anger outbursts. This program is successfully in its second year. SLIKK and SRC also continued to operate as student action teams.

##### Teacher Talk

This BOSTES registered program requires teachers attend 3 x whole day workshops and 4 observed lesson/conferences focusing on the skills covered in the workshops. The content of the program focuses on classroom management and instructional strategies. Teachers are required to reflect on their practice and the theory provided, with the goal of supporting staff through implementation of new skills in these two areas. The overarching goal of the program is to reduce the stress for teachers in managing classrooms, and also implementing strategies to improve engagement levels in their classes. South Grafton High School had 7 participating teachers in 2016 and all have completed their first 3 conferences successfully. All participants have demonstrated the skills we are focusing on, and have enthusiastically implemented the instructional skills and strategies modelled in the program. A particular strength of the teachers at South Grafton is their ability to build positive and cohesive relationships with students by using the winning over techniques we have been focusing on. Three staff were also trained in the Instructional Strategies for Engagement program and one staff member trained as a Conference Accredited Teacher (coach), which is working towards the ongoing, in school sustainability of this teaching and learning project.

##### Differentiated Learning

With our focus on extended writing we have raised awareness among staff of the need to provide a consistent approach to the teaching of extended writing and, therefore, of the need to begin this early in high school. The use of the Point, Evidence, Explanation, Link (PEEL) method offers students a concrete way of organizing their thoughts into paragraphs



which are the key to successful short answer questions and the building blocks for extended responses. Incorporating the PEEL structure into assessment tasks (and teaching these explicitly in classes beforehand) are areas that staff are currently developing across the school. The PEEL paragraph structure and its incorporation into extended writing styles has been taught to Year 11 students participating in the North North study days in Term 4.6 staff were accredited in BOSTES Online Differentiation training which took place during our school's professional learning sessions in 2016.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Track the 2015, 2016 and 2017 Year 7 cohort overall attendance rate, and maintain at or above 87% over the next three years.	In 2016 the Year 7 cohort overall attendance rate was 88%. This target was met with the setting of term targets for each year group and the issuing of attendance certificates for above 95% attendance in line with PBL rewards. The introduction of Sentral to track attendance has also had a positive influence on attendance through the streamlining of systems (see Strategic Direction 3)	.2 HT allowance HT Teaching and Learning \$26,617  Attendance certificates, SMS, phone calls \$755  Principal's morning tea \$200
Percentage decrease of partial attendance rates from 5% to 3.5% over a three year period.	Percentage decrease of partial attendance rates dropped from 3% in 2015 to 2.7% in 2016, exceeding our target by 2.3%.  PBL lessons delivered every 3 weeks in Special Interest groups  6 staff trained in BOSTES online differentiation course Terms 1 and 2 2016.  Tell Them From Me results Year 9 evaluated, Stymie online bullying reporting implemented and ongoing staff training with Safe Schools Coalition  SLSO funding, LaST, Multilit, peer reading Djehuti Smart  VET Foundation Skills for Work planning and structuring a dedicated timetable for implementation 2017	PBL SET and response \$1000      Staff release \$1000      SLSO (flexible) funding \$121916  VET funded training
Number of staff participating (currently ten) in 'Teacher Talk' program to double each year for three years.	7 staff completed the Teacher Talk program in 2016, involving three days of training and classroom observation and conferencing.  3 staff were also trained in the Instructional Strategies for Engagement program and 1 staff member trained as a Conference Accredited Teacher (coach), which is working towards the ongoing in school sustainability of this teaching and learning project.	TT.2 head teacher employment \$26617  3 x full day workshops  3 days release x7 = 21 days \$9660 staff plus casual cover conferencing 2 days \$820  4 x peer coach sessions/observations  Workshop Cost (venue hire & catering) \$105/pp  IS for Engagement Program 2x full dayworkshops, 2x peer coach sessions/observations.  Venue hire and catering \$70pp Relief costs 2 x days TPL @ \$410

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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Annual data from the Tell Them From Me Survey indicates improvement in the area of intellectual engagement from 29% of Year 9 students in 2014 to 38% (which is the state norm) of Year 9 students in 2017.	Year 9 levels of intellectual engagement were at 45% in the 1st Term survey and 32% in Term 3 survey results, which is a 4% improvement from our 2015 surveys.	2 days release staff member to run survey with students  \$ 960

## Next Steps

### Positive Behaviour for Learning (PBL)

There will be a focus on moving towards a more student led approach to the management of PBL in the school. SRC, SLIKK and SMILE representatives, as well as House Captains will be invited to attend fortnightly PBL committee meetings on a rotational basis. Students will deliver a focus PBL lesson during assembly each fortnight.

New staff and volunteers will be inducted on PBL at the beginning of every term. There will be an emphasis on expanding CALM awards use in the community, to include businesses outside the current Shopping World program.

### Extended Writing

There will be a continued focus at whole school level on building extended writing skills and embedding PEEL across the school. This will be monitored through the school's accountability processes, where supervisors meet with staff who submit evidence each term. SGHS will be tracking the literacy and numeracy growth of students against the continuum from 2017 and within 6 years be tracking individual student growth across the whole school.

### Teacher Talk

We are building capacity in the school to continue to offer the program continuously. In 2017, 16 more teachers will undertake this training. We will offer the extension program (Instructional Strategies) in Term 1, 2017 for 4 staff. Teachers who have completed the Teacher Talk Foundation Program will be able to enrol in this program, and once completed, may indicate their interest in completing the training to become a Conference Accredited Teacher (CAT) in their respective schools. This will build capacity as the CATs will be able to conduct the conferencing requirements of the program for participants in 2017 and beyond. They will also have Instructional Leadership capacity which the school intends to utilise through involvement in instructional rounds.

## Strategic Direction 2

### Building Community Relationships and Rapport

#### Purpose

To establish an inclusive and responsive relationship amongst all stakeholders including teachers, students, parents/carers, community, educational partnerships, and industry links. Building a school community that provides strong support to inspire and empower students to achieve their personal best.

#### Overall summary of progress

##### Careers and Transition

The South Grafton High School goal is to increase the percentage of Years 9 and 10 students participating in work experience and this was enhanced by the establishment of the SGHS Career and Transition Team (CAT) and the Transition Adviser for 2016. This program provided a variety of vocational learning initiatives and opportunities to empower students in their transition and career planning. The CAT follows the Department of Education's commitment to supporting students in their successful transition from school to further education, training and employment. Students from Years 9–12 have been involved in the program ranging from students who have been disengaged from their studies to students seeking ATARs. The CAT team used a collaborative effort to ensure the planned provision of career and transition support for young people at school. The team operated in a learning community context that extends beyond the school. The CAT team acknowledged that effective and on-going student career development needs a whole school approach. The team determined relevant and appropriate career education programs and activities which best meet the needs of students via case referral. Outcomes of the CAT included; weekly meetings to organise the direction of the SGHS CAT team, targeting disengaged students, case management with a focus on Years 9 & 11, Year 9 work experience, school to work plans, pathways to senior school and personalised learning plans. The transition adviser supported targeted students, particularly those most likely to disengage early from education or training and planned their transition from school.

Transition from Years 6–7 has also been supported, with research showing that students who are apprehensive about starting school benefit from a longer term orientation program. In Term 4 2016 a graduated program for these students operated at SGHS with support from primary and secondary teachers and SLSOs. A Year 6 to 7 transition information expo was conducted during Term 1, 2016 to support both parents and students transitioning into Year 7 in 2017.

Our Year 9 work experience participation rates have increased from 9% to 12% and we are working towards our goal of 15% by the end of 2017.

Year 10 work experience rates have exceeded our goal by 11%.

##### Acknowledgement of Aboriginal Culture.

The Aboriginal Education Committee was maintained at South Grafton High School in 2016. The purpose of the committee is to meet every fortnight to discuss anything Aboriginal education related within SGHS. All staff were invited to be involved in the committee and the committee consists of a wide range of staff and community members who all have a keen interest in Aboriginal education and an interest in the needs of Aboriginal students. The committee has discussed; scholarships, traineeships, summer and winter schools, student welfare, Aboriginal awards, NAIDOC celebrations, SLIKK and the Aboriginal Dance Ensemble. The aim of the committee is working together to achieve the best outcomes for Aboriginal students and collaborating with the whole school community and specifically the local Aboriginal community to improve educational outcomes for Aboriginal students at the school. Two programs that have promoted and involved South Grafton High School the most in 2016 have been the Norta Norta program and the Aboriginal Dance Ensemble.

The Individual Sponsorship (Norta Norta) program continued at South Grafton High School for 2016. The Norta Norta program is part of the "Closing the Gap" initiative by the Council of Australian Governments (COAG). The aim of the initiative is to close the gap in education for all Aboriginal students in Years 11 and 12 and to enhance their engagement, improve their academic achievement in subjects being studied and support them to complete Years 11 and 12. The Norta Norta Individual Sponsorship program is effective because the funds are used specifically to pay for individual and small group tutoring, on behalf of the local Indigenous community and the SGHS Aboriginal education committee. By using the funds just to pay for tutors, SGHS has been able to employ a number of highly qualified, experienced teachers, every day of the school week, for most of the school year. Norta Norta tutors identified targets for 2016 based on the subjects that the students studied for their Preliminary and HSC courses. Qualified teachers with experience in effective Norta Norta tutoring programs from previous years were employed to support Year 12 students in completing their

HSC. Teachers qualified to teach mathematics extension and english advanced were also employed in order to support the learning of gifted and talented Aboriginal students in Year 11. Throughout the year there was a dedicated study space available for students, with computers and a printer supplied by the school. These resources not only supported the students, it also allowed the tutors to access assessment tasks and student data online, to tutor the students effectively and improve their outcomes. Different modes of delivery of support were trialled; in-class support, one-to-one tutoring, small study groups and after hours science study groups. Study days in biology, mathematics and english were organised and run by Norta Norta tutors and SGHS teachers. The days improved the outcomes of HSC and preliminary Aboriginal students by focusing on core skills and writing extended responses (a whole school focus). As well, students were able to access a university student recruitment officer via video conference.

The Aboriginal dance ensemble organised and participated in a number of events over the year of 2016 to help promote SGHS. This included the following; Aboriginal dance ensemble and SLIKK, NAIDOC celebrations, South Grafton High School students were selected for the state Aboriginal dance company and performed as part of the state Aboriginal dance ensemble at the 2016 Schools Spectacular. The Aboriginal studies students and the sports lifestyle and recreation Year 11 and 12 classes, along with SLIKK, organised and ran the community of schools traditional games day to celebrate NAIDOC.

Three Year 12 students completed their school-based traineeships at Clarence Valley Council, while completing a Certificate II in business studies. More Aboriginal students have applied for the traineeships in 2017. Students have taken part in summer and winter schools at UNSW and Sydney University. Our senior Indigenous students have worked consistently to achieve their personal best. Our students have also achieved in community service; in traineeships at Clarence Valley Council or local banks and businesses, or by helping to run community sports.

Other ongoing initiatives taking place throughout 2016 included; SLIKK elections, planning yearly events, initial meetings with community and ongoing leadership training, Gumbaynggirr language learning interschool visit, higher support from SGHS AEC to support the AECG and the reboot of Freshstart and Careerlink. PLPs were completed for all Aboriginal and Torres Strait Islander students.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve annual community forum attendance numbers each year for 3 years from 28 in 2015.	This measure was not achieved with 12 community members attending, despite advertising radio, newspaper, newsletter and three one hour sessions throughout the day as per 2015.	Room hire \$100  Tea/coffee \$80  Photocopying \$50  Advertising (community engagement funding) \$198
Increase the number of Indigenous community members in attendance at SGHS Aboriginal Education Committee meetings.	Community members attend when invited and required. The Department of Education Aboriginal Community Liaison Officer and AECG president regularly attend these meetings. The AECG president actively promotes attendance at the school AEC meetings.	
Increase percentage of students participating in work experience in years 9 and 10 from 9% in Year 9 to 15% by 2017 and 15% in Year 10 to 30% by 2017.	Work experience participation rates:  Year 9 target was 9% to 15%. We have achieved 12% and are working towards our target of 15%.  Year 10 target was 15% to 30%. We had 41% of students participating in work experience, exceeding our target by 11%.	\$200

## Next Steps

### Student Action Teams

Early in 2017, Year 11 students will be completing a full day of peer mentor training in the library. They will then be paired up with a junior student to mentor as a part of the program SMILE (Support, Mentor, Inspire, Listen and Encourage). This team will continue to promote student use of the STYMIE anti-bullying website and the national day of action against bullying. The team actions and its milestones will be reported on in Strategic Direction 2, Building Community Relationships and Rapport from 2016. SGHS has a commitment to further develop student voice where students have influence over their own education and can consequently drive initiatives to enhance education. To this end it is anticipated that several SATs will be developed throughout 2017. These will include a Community and Engagement SAT, a PBL SAT and an Environmental SAT.

There will be a promotion of leadership education with students starting with the offering and the promotion of an elective in 2017. It is anticipated this will become part of the curriculum fabric at SGHS in subsequent years. Other community engagement projects are partnerships with Rotary to develop a culture of service and volunteering and Youth Frontiers, a program to engage Year 9 students to enhance leadership and community involvement which will be continued in 2017. In line with this will be the pursuit of the SES cadet program to compliment the current RFS cadet program.

### Indigenous Community Member Attendance

Aboriginal education and training is a core responsibility for all staff. In 2017 identification of the learning needs of Aboriginal students in Years 11 and 12 will be established and this will be linked to the mentoring program Staying on Track where PLPs will be constantly reviewed. There will be planning and implementation strategies to meet these needs based on students' PLPs, in collaboration with their families. It is anticipated this will improve the school systems for identifying and supporting the learning needs of Aboriginal students, gifted and talented students, disengaged students and students needing additional learning support. SGHS will continue to weave Aboriginal education and training into the fabric of the school. Other anticipated programs for 2017 will include;

Review of connecting to country, Junior AECG, NAIDOC week GCoS Indigenous games, SLIKK, Sista speak and Bro speak program, Bangarra rekindling program and Employment of a targeted Aboriginal SLSO position.

### Careers and Transition

In order to facilitate the transition of students from primary schools to SGHS, a number of hands on transition days are to be organised for mid way through 2017. These will give the primary students a perspective on secondary education with the importance being on interest and enthusiasm for the various subjects at SGHS. Hands on transition days will be across various primary years and will include a sports day, a CAPA transition day and TAS transition day. Adjustments to the school plan will include additional programs, for example, the FSK discrete class that is assisting disengaged students gaining skills for future employments and transition into the workplace. This class will follow a different education pathway with students still receiving a qualification. This will allow a smoother and facilitated transition for at risk students and those disengaged with mainstream learning to follow an appropriate career path.

### Strategic Direction 3

#### Building Capacity through Efficient and Innovative Systems

##### Purpose

Creating consistency through efficient and innovative systems which ensure a school ethos of high expectation and procedure to support excellence of practice by the South Grafton High School community. Building leadership capacity at all levels of the school community to develop a culture of excellence and innovation.

##### Overall summary of progress

###### Sentral

Period by period marking is now fully integrated at South Grafton High School (SGHS) and is the accepted routine. This has resulted in a major shift in fractional truancy across the school and there is a notable reduction in students missing classes. Parents are notified at the end of the day of any absence from school and this has allowed parents to be actively involved.

Sentral markbook has been set up across all KLAs, including Special Education. As a result, all staff are now utilising markbook in Sentral. The Sentral portal has been configured for reporting resulting in the production of reports as of Semester 2 2016. All wellbeing incidents both positive and negative are now recorded in Sentral.

Parents and students now have access to Sentral reporting and can access their child's report from Sentral. Parent portal usage increased from 460 in 2015 to 740 in 2016.

###### Positive Incident Reports

The PBL focus for 2016 has seen a significant improvement in positive verses negative incidents. From Term 1 to Term 4 there has been a 57% decrease in negative incidents; (Term 1: 2675, Term2: 2307, Term 3: 1933, Term 4:1527). While there has been a noteworthy shift in positive behaviour, a large proportion of Term 3 and Term 4 positive incidents can be attributed to rewarding students for wearing uniform; (Term 1: 1534, Term 2: 1491, Term 3: 3518, Term 4:5549). Based on this data SGHS's current overall positive incidents are 59%.

###### Decrease in Long and Short Suspensions

During 2016 there has been a 21% reduction in long suspensions and a 31% reduction in short suspensions. Both of these reductions have exceeded our target. This improvement measure has been achieved.

###### Leadership

###### Expression of Interest Positions

There has been a significant increase in both the number of EOIs being offered to staff and the number of staff applying for positions at SGHS. This has included a process of advertising within the school coupled with a formal process of application and interview.. There has been a continuation of 2–4+ staff applying for each position and selection has been made on merit. This has seen the development of staff skills in merit selection, with staff gaining promotion to permanent positions, such as head teacher and deputy principal.

###### Participation in Whole School Committees

Staff are required to contribute to school administration and in 2016 completed the staff duties list, listing what they were involved in within the school. The PBL committee has a representative from each faculty which ensures that staff are informed of PBL projects and focuses within the school. This has seen the introduction of PBL lessons and the effective delivery of these lessons in timetabled roll call.

###### PDPs

This is the second year of the PDP process which staff have now embraced. Staff nominate a whole school goal, a faculty goal and a personal goal. The whole school goal is embedded in the school plan and for 2016 was based on literacy with a focus on extended writing. Faculties worked together to develop directed strategies. Staff were then encouraged to develop a personal goal aimed at developing leadership.



The Self–Assessment tool has been renamed the A–Z Policy tool. The completed collections of evidence for 2016 are:

Child Protection and Protecting and Supporting Children and Young People

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff to actively utilise Sentral Markbook,  Reporting, Wellbeing and Attendance.	All teaching staff are required to use Sentral to mark daily, lesson by lesson rolls. This has been successfully implemented as required daily practice.  All staff are using Wellbeing to log all positive and negative incidents.  Sentral Markbook and Reporting replaced the SM marks program and system reports. All school reports and marks are now completed using Sentral.	\$ 9900 Sentral annual package  \$1200 SMS costs
Percentage increase in the overall positive  incident reports from 39% to 50% by 2017.	From Term 1 to Term 4 there has been a 57% decrease in negative incidents; (Term 1: 2675, Term 2: 2307, Term 3:1933, Term 4:1527). Based on this data SGHS's current overall positive incidents are 59%.	
Decrease in overall number of long and  short suspensions by 20% by 2017.	Short suspensions in 2016 compared to 2015 have fallen by 31% (154 in 2016 and 224 in 2015).  Long suspensions have decreased by 21% (102 in 2016 and 129 in 2015).	
Overall increase in the number of applicants  for Expression of Interest positions and  participation in whole/inter school committees over the next three years from  2015.	EOI positions have increased substantially with an average of 2–4 applicants applying for positions within the school. EOIs in 2016 have included; relieving Head Teacher (HT) PDHPE, relieving HT Welfare, relieving HT Maths, relieving HT HSIE, relieving HT Science and relieving Deputy Principal.  Participation in whole school committees include the Aboriginal education committee, anti-bullying committee, marketing and promotions committee, gifted and talented committee and reports committee. Restructure of the PBL committee has ensured representation from all faculties including SASS and SLSO representatives.	

### Next Steps

#### Sentral

280 more parents and students are using the parent portal. Staff are being trained in publishing Markbook, assessment tasks and homework to the parent portal. It is the aim that by the end of 2017, all staff have marks, assessments and homework published to the parent portal.

#### Positive and Negative Incidents

We have exceeded the target that the percentage increase in the overall positive incident reports be 50% by 2017. At present the percentage increase sits at 59%. In line with PBL expectations the target is now to have 5 positive reports for every 1 negative report in Sentral.

To support this, in 2017, the PBL team will continue to develop a whole school program to deliver the PBL matrix and expected behavior, with focus lessons and focus behaviour. As part of this program staff will look to reward these

positive behaviours of students with a positive entry. Along with the revised CALM reward system an increase in the number of positive entries will remain on track.

### Decrease in Long and Short Suspensions

Although we have met our three year improvement measure, implementing the Foundation Skills for Work class as an alternative education program in 2017 and a greater emphasis on the rehabilitation needs of those most at risk through continued referrals to the learning and support team, careers and transition team, Aboriginal education committee and welfare team will ensure suspension rates continue to decrease.

### Leadership

#### Building Leadership Capacity in the School

In the last several years there have been a number of staff seeking promotion positions and being successful in attaining these positions. The school has identified that there needs to be ongoing discussion surrounding the continual succession planning for leadership positions to ensure sustainability with management and organisation of the school. The building of leadership capacity within the school is a project led by the senior executive. This project will start with the discussion of the necessity of classroom teachers and executive staff to aspire to leadership positions. A network within and across schools will be initiated to support and encourage staff into leadership positions (including accreditation at Highly Accomplished or Lead and aspiring to promotions positions). The project will utilise specialised staff such as Head Teacher Instructional Leadership and Principal School Leadership to aid in the provision of Teacher Professional Learning.

### PDPs

School, faculty and personal goals are set in Term 1 and the first observation will be completed by the end of Term 2. In mid-Term 2 the mid-cycle review/self-assessment of PDPs will take place and will be monitored by Head Teachers.

The second observation will be completed by the end of term three. Term four will see completion of the annual review for each staff member of their PDPs, which will then be stored electronically and centrally as PDFs.

### A–Z Policy Tool

The policies requiring evidence of implementation for 2017 are:

1. Working with Children Check Policy
2. Protecting and Supporting Children and Young People Policy
3. School Attendance Policy
4. Student Discipline in Government Schools Policy

Evidence of the school's compliance will be uploaded by the end of the 2017 year.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The AEO position at South Grafton High School has enabled teachers to develop and implement highly effective teaching practices, skills and strategies to ensure engaged learning for all students, in particular for our Aboriginal students (Strategic Direction 1 – Highly Effective Teaching and Engaging Learning). This has been done in consultation with teachers through personalised learning plans and teaching programs. All teachers know that they can approach the AEO to discuss any learning or welfare issues of students. This also enables our school community to develop a culture of excellence and innovation (Strategic Direction 3 – Building Capacity through Efficient and Innovative Systems)</p> <p>By having this position in the school the AEO constantly liaises with teachers, students, parents/carers and the local community. This ensures an inclusive and responsive relationship amongst our teachers, students, parents/carers and community. This allows the whole school community to provide a strong support network to inspire and empower our students to achieve their personal best (Strategic Direction 2 – Building Community Relationships and Rapport).</p> <p><b>Australian Indigenous Mentoring Experience</b></p> <p>Commonly known as AIME, it is a program run by Southern Cross University. Around twenty students from South Grafton High School attend the university four times throughout the year (once a term). They were mentored by university students in culture, public speaking, poetry, hip hop, art, resilience and study across the key learning areas (KLAs).</p> <p>Celebrating NAIDOC with the Community of Schools has encouraged a relationship and rapport with other schools from around our region. This is an effective way of transitioning primary school students to our school in future years. It also demonstrates to the community and other schools that South Grafton High School is committed to Aboriginal Education and the wider community (Strategic Directions 1, 2 and 3).</p> <p>Our AEO and a number of our students conducted workshops and performances at the School of Arts, South Grafton Public School and Dorrigo High School. (Strategic Directions 1, 2 and 3).</p> <p><b>NORTA NORTA</b></p>	<p>AEO – \$64,388</p> <p>2 days/week Norta Norta – \$30,000</p> <p>FreshStart – \$3,000</p> <p>NAIDOC week logistics – \$3,000</p> <p>Schools Spectacular – \$655 – deposit accommodation</p> <p>CVIEF 2017 allocation – \$5,000</p>

<b>Aboriginal background loading</b>	<p>A number of qualified teachers funded through Norta Norta (Individual Component) tutored all Aboriginal senior students. Their tutoring decreased the number of letters of concern students received compared to 2015. It also assisted students in preparation, time management and subject support. Study days were also offered to these students to benefit them entering their HSC studies. Aboriginal students were also connected with School Based Apprentice Traineeship (SBAT) opportunities. A number of employment agencies inform South Grafton High School when SBATs are advertised. Traineeships which are identified for Aboriginal students are offered to those interested in the traineeships. Students were mentored and supported by the Norta Norta tutors throughout the application process. Three students were successful in gaining traineeships. Sixteen Aboriginal students began their HSC studies in 2015 term 4. With the assistance of the Norta Norta tutors and as part of a team effort, all these students completed their credential in 2016.</p> <p>Two Aboriginal Student Learning Support Officers (SLSOs) funded by Norta Norta (NAPLAN) worked with students on numeracy skills in Djehuti Smart and literacy in the Multilit program as well as in class support for identified students and classes. This program led to academic improvement in NAPLAN test results.</p> <p>The Aboriginal Background needs based funding was also used to supplement the Norta Norta Junior program. The AEC decided to employ the two Aboriginal SLSOs for two extra days each as we believed this was the best for our students welfare and learning outcomes.</p> <p><b>CDEP</b></p> <p>This funding was utilised to employ two Aboriginal workers in school four days per week, one as a general assistant and one as an SLSO.</p>	<p>AEO – \$64,388</p> <p>2 days/week Norta Norta – \$30,000</p> <p>FreshStart – \$3,000</p> <p>NAIDOC week logistics – \$3,000</p> <p>Schools Spectacular – \$655 – deposit accommodation</p> <p>CVIEF 2017 allocation – \$5,000</p>
<b>English language proficiency</b>	<p>From Term 2 a 0.2 teaching allocation was funded to support one student for the remainder of 2016.</p>	<p>\$20,000</p>
<b>Low level adjustment for disability</b>	<p>Low level adjustment for disability parents were invited with students to information, transition, review, individual education plan, enrolment and return from suspension meetings to discuss individual students' learning and support needs. SLSOs often act as advocates for students with additional needs on an on-going basis and assist in facilitating these processes. Goal setting for individuals with additional learning and support needs is encouraged in all of the above settings. Parents and carers are informed via newsletter, notes and reports about various programs and they and their</p>	<p>2.8 Learning and support teacher</p> <p>Flexible funding – \$121916 (SLSOs at 3.0 fte)</p> <p>Temporary 1.0 ED teacher – \$101574</p>

<p><b>Low level adjustment for disability</b></p>	<p>students are invited to celebrate student successes in all programs. Three SLSOs have been employed to assist teachers in classes across the KLAs. They also facilitated literacy and numeracy withdrawal programs. SLSOs assist students to stay on task and thus complete more work, which in turn translates into achieving more outcomes. SLSOs assist students with learning and support needs to attempt assessment tasks and assignments in various settings and at various times, including lunch times, senior study lessons, breakfast program and in MultiLit super groups in addition to normal class time. Assistance is given in providing special provisions for students during tests and exams. Required adjustments are developed by individual classroom teachers in response to individual education plans for students with a disability. Student information is located in Sentral, as well as in the learning and support folder which is accessible by staff on the SGHS staff intranet. The folder contains detailed information related to identified disabilities and syndromes as well as individual student profiles with hyperlinks to the former, and also individual reading assessments. In Term 3, 13 students enjoyed a day at Coffs Harbour sailing on the harbour as part of the Sailors with DisAbilities Program.</p> <p>Literacy: Students who need additional support in literacy are identified at SGHS by; Literacy screening tests (Year 7 English classes), Teachers, Learning &amp; Support Team, Parents, Self-referral. Year 7 students and new enrolments (identified from above) are individually assessed by learning and support teachers. Higher levels of support require more individualized programming and more resources. Learning and support teachers oversee six school learning support officers (some are part-time), including Norta Norta, and 19 Year 10 trained peer reading tutors, reading 20 minutes seven mornings per fortnight in special interest groups, one-to-one with a student who is behind in reading. Thirty six students who were two or more stages below their peers in reading had the opportunity to be tutored at their own level, using programs that were individualised by learning and support teachers. Making Up Lost Time in Literacy (MultiLit) consists of short one-to-one intensive sessions with an SLSO training students in word attack skills, working on both accuracy and rate (automaticity). Assessments were completed to identify students who could benefit from this program, which also uses graphs and levels so that students can visually represent and track their own progress. Forty two students from Years 7–10 were put into groups with a learning and support teacher working with them on their literacy goals and assessment tasks, while SLSOs conducted the one-to-one MultiLit session with each</p>	<p>2.8 Learning and support teacher</p> <p>Flexible funding – \$121916 (SLSOs at 3.0 fte)</p> <p>Temporary 1.0 ED teacher – \$101574</p>
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<b>Low level adjustment for disability</b>	<p>student.</p> <p>Numeracy: Djehuti Smart is a withdrawal program which was facilitated by trained SLSOs to improve student outcomes in mathematics, by increasing automaticity in basic numeracy operations. In 2016, 12 Year 7 and 10 Year 8 students were tutored in terms 3 &amp; 4 and received progress reports.</p>	<p>2.8 Learning and support teacher</p> <p>Flexible funding – \$121916 (SLSOs at 3.0 fte)</p> <p>Temporary 1.0 ED teacher – \$101574</p>
<b>Socio–economic background</b>	<p>A Clarence Science Initiative teacher was employed 4 days per week, partially funded from socio–economic background funding. The bulk of the funding came from the annual Yulgilbar grant through Schools Plus.</p> <p>An operational paraprofessional was employed full time utilising a combination of computer coordinator funding and socio–economic background funding to assist students with technology issues and begin the roll out of Bring Your Own Device (BYOD). The operational paraprofessional is also utilised with facilitating technology assistance/expertise in the hall, for example parent teacher night, special school events and student assemblies. A school administration officer was employed 4 days per week to coordinate BOSTES entries, teacher accreditation processes and assists senior executive and Year 6 into 7 transition. A 0.2 head teacher position was employed from this funding to coordinate the Teacher Talk instructional leadership training and peer coaching strategy. A Head teacher, teaching and learning was supplemented from this funding and is in charge of attendance and coordinating teaching and learning across the school. Two teachers specialising in literacy were employed from this funding to assist in the whole school implementation of an extended writing focus.</p> <p>The anti–bullying notification system Stymie was funded from this allocation and Breakfast Club which operates five days per week was partially funded.</p>	<p>CSI Teacher – \$31,616</p> <p>Operational para professional – \$28,152</p> <p>SAO – \$43,536</p> <p>Head teacher, Teacher Talk – \$33,082.40</p> <p>Head teacher, teaching and learning – \$26,082.40</p> <p>Teachers literacy – \$30,000</p> <p>Stymie – \$1,800</p> <p>Breakfast Club – \$5000</p>
<b>Support for beginning teachers</b>	<p>One full time beginning teacher completed their proficient accreditation in 2016. Six and a half professional learning days were utilised to assist in physics programming and assessment, marine studies tasks, assessment task marking and two days PBL professional learning at Coffs Harbour. Three and a half release days were taken to prepare the staff member's accreditation report.</p>	<p>\$4187.65</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	459	415	396	315
Girls	420	422	351	298

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	85.1	90.1	89.1	92.7
8	82.2	86.1	86	88.2
9	82.7	83.3	81.9	82.2
10	79	81.7	80.5	78.4
11	76.9	83.4	84	81.2
12	78.8	85.2	87.4	86
All Years	80.6	84.4	84.5	84.3
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

In 2016, 102 students were candidates for the Higher School Certificate (HSC). 33% of the students were offered undergraduate courses of study to a variety of tertiary institutions in NSW, Qld, ACT and Vic. Patterns of study included arts, nursing, criminology, information technology, biomedical science, social welfare, social science, sport & exercise science, business and education. Of the students who gained offers to NSW tertiary institutions, many chose to apply through the early entry programs that were available to them. 16% of students were successful in gaining entry to the University of New England and 22% gained entry to study at Southern Cross University. 9% of students were accepted into a tertiary preparation course. Students who didn't seek university placement are involved in a variety of post-secondary school options. These include study with other tertiary providers and seeking casual, part time or full time employment. 2015 saw a number of students choose to have a gap year after completing their Higher School Certificate.

### Year 12 students undertaking vocational or trade training

In 2016, 36% of the Year 12 cohort were engaged in undertaking vocational education training. This included TAFE vocational education and training courses including aged care, animal studies, automotive, beauty and nails, childrens services, electrotechnology, hairdressing and music.

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

In 2016, 49% of Year 12 students obtained vocational education and training qualifications. The courses they studied were construction, hospitality, metals & engineering and sports coaching. 10% of students completed a school based traineeship. The courses were certificate II in hospitality, retail services, business, engineering – fabrication, retail operations and warehouse operations.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	6	22	24
Employment	2	4	15
TAFE entry	9	6	10
University Entry	0	0	33
Other	7	5	1
Unknown	0	0	8

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	31.3
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	9.3

\*Full Time Equivalent

7% of South Grafton High School's workforce was Aboriginal in 2016.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

### Professional learning and teacher accreditation

In 2016 there were 59 teachers at South Grafton High School (SGHS). Of these, about a third are accredited with BOSTES as professionally competent, two were working towards professional accreditation and the remainder started teaching before 2004 and so will not require accreditation until 2018. \$65000 was spent on professional learning external to the school which represents \$970 per teacher and professional learning was also provided to administration and support staff from this budget which represented \$176 per staff member. 41 teachers took part in professional learning activities that required physical attendance outside school development days (SDD). SGHS hosted teachers from across Grafton for a Grafton Community of Schools day where a common approach to lesson observation was the focus for the morning session and Dr Lyn Gardon made a presentation on the wellbeing framework in the afternoon. Other notable professional learning activities included; six staff who attended

online differentiation training and nine staff took part in the Teacher Talk program to improve lesson delivery. This was a substantial course delivered over several days that represented 20 hours of registered professional learning. Three staff became instructional leaders in the Teacher Talk program. Two staff took part in training to teach the Gumbayngirr language. During the year all staff were given mandatory training on the code of conduct, anaphylaxis and child protection. Ongoing training was given for senior executives, subject executives and those in specialist roles such as careers and counselling. In 2016 SGHS staff again requested that the school apply to vary the final two school development days and replace them with four three hour "twilight" training sessions at the end of the school day. Staff were then given the choice of whether to attend these sessions or to come to the standard school development days on the 19th and 20th December. This was the first year that South Grafton High School had run alternatives to the final two SDDs and it was a huge success with most staff attending all four twilight sessions. The variation allowed SGHS to source training providers that would be difficult to engage on the final two days when so many other schools are seeking the same training. A significant proportion of each twilight school development session in 2016 was devoted to seminars that allowed staff members to choose training appropriate to their learning goals. Some of these sessions were presented by outside providers, whilst many utilised the skills of colleagues. Teachers were encouraged to record these as unregistered hours towards their maintenance of accreditation. Seminar sessions included presentations from the Safe Schools Coalition, Headspace and training in incorporating literacy across the curriculum.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	886 767.34
<b>Revenue</b>	9 399 022.08
(2a) Appropriation	9 009 186.96
(2b) Sale of Goods and Services	35 352.41
(2c) Grants and Contributions	329 715.76
(2e) Gain and Loss	0.00
(2f) Other Revenue	9 156.59
(2d) Investment Income	15 610.36
<b>Expenses</b>	-9 213 180.64
Recurrent Expenses	-9 213 180.64
(3a) Employee Related	-8 221 328.79
(3b) Operating Expenses	-991 851.85
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	185 841.44
<b>Balance Carried Forward</b>	1 072 608.78

South Grafton High School has a finance committee with parent and teacher representation which meets at least once a term.

The funds available for 2016 were be spent on teaching and learning with the support of professional learning. An upgrade of technology items in the hall and the installation of solar panels for power conservation were capital items..

This funding also supported the teaching of the CSI class, a valuable STEM program which promotes collaboration in GAT education with our partner schools and a new ceramics shed for CAPA.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	6 431 620.12
Base Per Capita	51 610.08
Base Location	5 932.00
Other Base	6 374 078.05
<b>Equity Total</b>	1 250 462.53
Equity Aboriginal	234 455.76
Equity Socio economic	639 039.00
Equity Language	0.00
Equity Disability	376 967.76
<b>Targeted Total</b>	674 703.13
<b>Other Total</b>	433 002.71
<b>Grand Total</b>	8 789 788.48

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

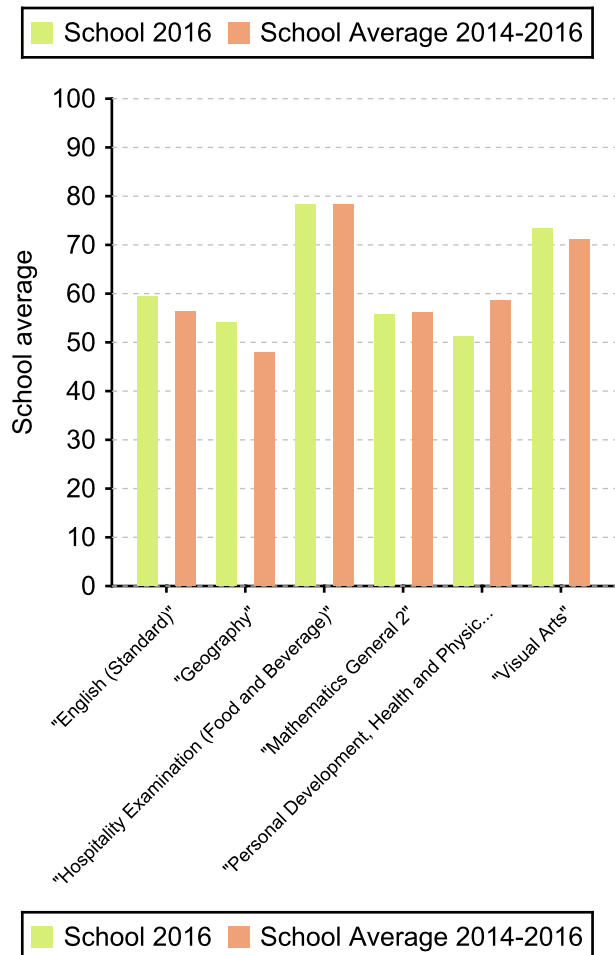
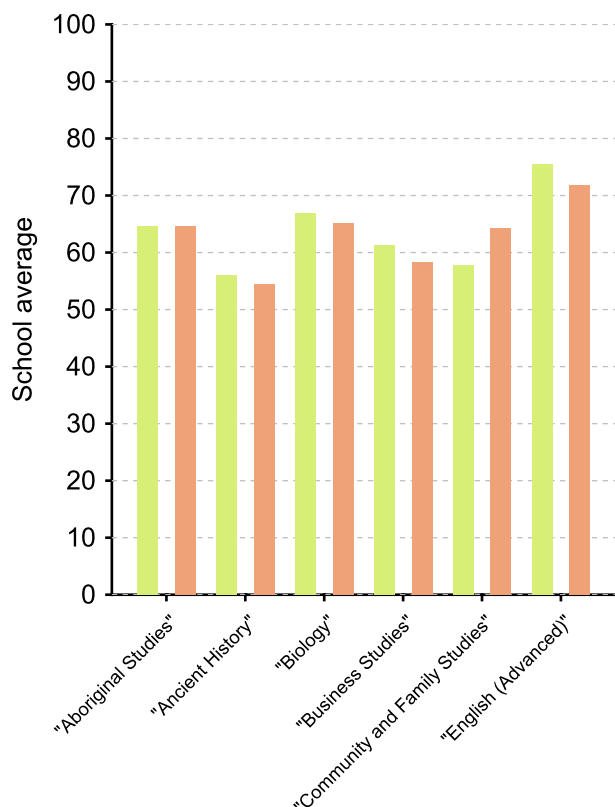
### NAPLAN

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 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.

## Higher School Certificate (HSC)

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



The 2016 HSC results at South Grafton High School were outstanding. Students in biology, chemistry, physics, mathematics extension 1 and 2, music, industrial technology and PDHPE were recognised in the merit lists for gaining Band 6 results. SGHS was recognised as a top 20 low SES school in relation to HSC performance in the Sydney Morning Herald. 10% of the HSC cohort achieved more than one Band 5 or 6.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016 this was achieved through the 'Tell Them From Me' surveys. These surveys are conducted within the school on computers by the year 7 to year 10 students, at home by our senior students, and via the internet for teachers and parents/caregivers. It is coordinated by The Learning Bar, a research consortium employed by the Department of Education.

In the student surveys, the following areas were identified as possible areas of improvement:

As a percentage:

- 53% of students have a positive sense of belonging.
- 41% of students said they felt they were intellectually engaged.
- 21% of students stated they were interested and motivated in their learning.
- 45% of students were not confident of their skills and found English, Mathematics or Science challenging.
- 10% of students felt they could not do well in their school work.
- 42% of students had aspirations of completing a trade or apprenticeship.

As a rating out of 10:

- Students rated advocacy at SGHS at 5.4 and advocacy in the wider community, including at home at 5.5.
- Positive student/teacher relationships were rated 5.5.

In the Parent/Caregiver survey the areas identified as areas for improvement were:

- The parents/caregivers feelings of being informed, and the inclusiveness of the school.

More specifically; As a rating out of 10:

- Parents felt that teachers did not show an adequate interest in their child's learning with a rating of 5.9
- That teachers maintained control of their classes was rated 5.7
- Parents did not feel they were informed about their child's social and emotional development, or their child's future opportunities, rating them 4.7 and 5.7 respectively.

In the teacher survey, areas identified by the staff as

potential areas for improvement were:

- School leadership – particularly in the areas of providing useful feedback about, and help in the improvement of their teaching practices.
- Learning culture – student engagement within the class was specifically identified.
- Teaching Strategies – teaching staff identified that students were not regularly (weekly) receiving written feedback on their work.
- Parent involvement – Parents rarely asked to review and comment on their child's work.

## Policy requirements

### Aboriginal education

An initiative that is present within the school is the roll call group which comprises of Aboriginal students. The group allows the roll call teacher and Aboriginal staff to inform students of fundamental information. It is also a chance for pastoral care to take place and a time when staff can check on the attendance and welfare issues of our students.

Another roll call group is the Student Leadership is Koori Kids group, otherwise known as SLIKK. The SLIKK group assisted with the NAIDOC celebrations.

The Aboriginal dance group – Guja Murra has had another successful year. The group performed at many events throughout the year. Students had the opportunity to audition in the regional Bangarra dance company workshop where they were taught choreography from the Bangarra dancers. This resulted in two of our students being selected for the state Aboriginal dance company. Our dance group were also lucky enough to perform as part of the state Aboriginal dance ensemble at Schools Spectacular.

The Aboriginal dance group, together with SLIKK, organised and ran the NAIDOC whole school assembly. This event has become annual, where the whole school community comes together and celebrates. This involves the Elders from the community and their families, as well as parents/carers, staff and students.

### Multicultural and anti-racism education

South Grafton High School has been part of the Australia–Indonesia BRIDGE project since 2013. The aims of this project include strengthening the Asian language capabilities of Australian students and building intercultural understanding among teachers and students in Australia and Asia. As a participant in the BRIDGE project we have a sister school, SMAN 2 in Sampit, Central Kalimantan. Teachers from SGHS and SMAN 2 have conducted reciprocal visits and there is ongoing contact between the teachers through social media and Skype sessions. SGHS also has a sister school with SMAN 1 Tangerang which is located close to the capital of Indonesia, Jakarta. This sister school relationship was established in 2009 and has been strengthened by three visits from students and staff of

the school in 2010, 2012 and 2015. In 2014 two staff members of South Grafton High school visited SMAN 1 Tangerang. Since returning home the Indonesian students have continued to keep in touch with students and staff from South Grafton High School through social media. Currently organisation is under way for a student visit to SMAN 1 Tangerang in 2017/2018. It is hoped that this visit will allow SGHS students who have previously hosted our Indonesian visitors, to experience Indonesian culture and school life first hand.

Throughout 2016 the Anti–Racism Contact Officer role was revitalised in the school with the training of a new officer. A school wide poster campaign and newsletter contributions lifted the profile of the position among staff, students and the community. A handful of reported incidents between students and between staff and students were informally resolved over the year with a clear emphasis on educating the people involved. The school adapted Sentral to add an Anti–Racism field in incident recording to allow future data collection.

As part of a proactive approach to racism, Year 9 students and the school's senior and junior Aboriginal studies classes were targeted with lessons during NAIDOC week exploring the topic and appropriate responses. These students have used this new understanding to affect change within the student leadership group of the school.

The school continues to monitor interactions across the community for both institutional and personal expressions of racism.