

# South Grafton High School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 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

2017 began with Year 12 students receiving 17 Band 6s which meant those students had received 90 or above in subject areas. South Grafton High School (SGHS) was named in the Sydney Morning Herald in the top 20 schools performing above expectations in relation to the socioeconomic status of its community.

Our NAPLAN results for Year 9 writing were 10 points above the state growth average for 2017. This is due to professional learning delivered to staff around paragraphing processes and then specifically teaching these to students as a whole school focus.

Our attendance target for students is currently 85% and we have almost achieved this in 2017 with all students attending 84.7% of the time.

A very beneficial addition for our future students in 2017 has been the introduction of transition days for Years 4, 5 and 6 to familiarise them with our school and some of the subjects that are available to them when they begin at South Grafton High School in Year 7.

Once again, as part of the Grafton Community of School's celebrations of NAIDOC week, our school was responsible for the organisation of Indigenous games activities for Year 5 students. A group of SGHS Indigenous dancers participated in the Schools Spectacular. Our Aboriginal dancers also performed at the Jacaranda Venetian Carnival and were involved in the Rekindling program run by Bangarra Dance earlier this year. These dancers also performed at the opening of the State Aboriginal Education Consultative Group (AECG) conference.

Our Aboriginal students have recently been involved in an art exhibition, which they presented to invited community.. Our HSC dance students performed at the Central Network Dance Festival. Years 8, 9 and 10 were again involved in a spray painting workshop organised by the visual arts teachers and Kade Valja. Students created signs displaying positive behaviour for learning messages around the school.

Star search was a big hit with our students again this year as we showcased the incredible creative and performing arts talent that we have at SGHS. Our school was recently able to host the 13th annual Big River Film Festival and the quality of the short films presented by the small schools was outstanding. This year has also seen the introduction of a concert band at the school.

From a wellbeing perspective two programs are of note. Our students in Year 11 have been trained in the teen mental health program to begin assisting other students in 2018 and beyond and our SMILE mentors were involved and achieved their target in the million stars action against bullying and violence.

Also of note this year was the fact that both the Jacaranda junior queen and princess were students from our school

which highlights the leadership potential of SGHS students. During Jacaranda week the winners of the dragon boat race were also our students. Our science and engineering challenge team made it through to the second round of the challenge in Newcastle and are to be commended for their efforts. At the regional chess competition in Armidale our students did an amazing job and one student was awarded best individual player.

The national centre of Indigenous Digital Excellence paid for a group of our Aboriginal students to attend their week long program in Sydney where they worked on programming robots, virtual reality and the use of drones. This year has also seen the introduction of a bring your own device policy at South Grafton High School where students are able to access the Department of Education's Wi-Fi through their own personal devices for work purposes.

The opening of a homework centre in the library, where staff attend to assist students with their homework and assignments on a Tuesday morning and Wednesday afternoon weekly, has been of great assistance to those students who regularly attend. Our school based sporting highlights this year were that Erica Tillman was placed first in the triple jump and third in the high jump at the all schools athletics and second in high jump and third in triple jump at the New South Wales combined high schools carnival. Caleb Barker represented our school in the New South Wales combined high schools under 16 rugby union team and was the New South Wales combined high schools rowing under 17 champion. Lewis Cooper represented our school in the New South Wales combined high schools open rugby union team. Natasha Rudder was second in the open girls' hundred metres and third in the 200m New South Wales combined high schools athletics.

From an educational pathways perspective, especially around careers, it has been a busy year. We have set up our new distance education class, which will be run full time at the school from 2018. Fifteen students will undertake courses through this class to assist them with completing schooling. Our foundation skills for work class will again run in 2018 with students completing a Certificate II equivalent to the RoSA and undertaking work experience to fully equip them in workplace skills and offer work opportunities. Students have once again been involved in the Youth Frontiers program. This year we were the only school involved and three students completed the project. Youth Frontiers is wonderful mentorship program aimed at young people in Years 8 and 9 that focuses on leadership and civic engagement, working with mentees.

Through the Clarence Valley Industry Education Forum (CVIEF), Indigenous students in Year 10 attended a work event involving civil construction at Trenayr TAFE. This year over 50 students have taken part in work experience or work placement in our local community. Our school has strong positive connections with local businesses, which increases job opportunities for our students. Students have been provided with many career excursion opportunities to assist with future pathways such as careers expos, post-secondary option day, TAFE my future fest, a careers workshop at Grafton Base Hospital, university open days and discovery days, defence force talks and Southern Cross University (SCU) Stellar days.

Years 9 –12 students were given the opportunity to complete the construction white card course at school and we had 16 students successfully complete this qualification which is needed to work in the construction industry. Years 11 and 12 students were also given the opportunity to complete the responsible service of alcohol qualification through the Grafton Community College.

In relation to students undertaking TAFE subjects, – 19 students completed a subject in Year 12 and 15 students completed a TAFE course in Year 11. This year 26 Year 10 students completed the TAFE Yes program, which aims to build work based skills and increase student engagement. This involved one day per week for eight weeks at TAFE in one of either café skills, automotive, animal studies or hair/beauty.

# 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 22% 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

In the school excellence framework area of learning, South Grafton High School is sustaining and growing.

In relation to learning culture in 2017, the school continued to refine its positive behaviour for learning (PBL) processes and was successful in achieving Tier 1 status. Tell them from me (TTFM) student survey results showed a 50% improvement from 2016 in students reporting that teaching in classes has academic rigor and relevance. Effective learning time in the classroom as reported by students has also improved by one third.

In wellbeing the school trained staff in youth mental health first aid, achieving silver status and also trained Year 11 students in teen mental health first aid. Aboriginal students undertook Bangarra's Rekindling program, along with students from neighbouring high schools. The award system at the school was reviewed and we continue to work towards the 5:1 positive to negative award target. The support, mentor, inspire, listen and encourage (SMILE) student mentoring program continued with many more Year 10 students involved and the staying on track HSC student mentoring by staff also continued. Special interest groups operated during roll call and anti-bullying programs, along with Stymie operated with great support from the student body. Scholarships were again offered to incoming Year 7 students and students supported diversity by hosting days such as Wear It Purple and Harmony Day.

Around curriculum and learning, platinum classes operated across Years 7–10 and the Cuberider program operated as a special interest group. A K–12 science, technology, engineering maths (STEM) continuum was developed across our community of schools as well as the school being involved in the science in the bush program once again. After our involvement in the NSW Education Standards Authority (NESA) registration process, programs across the school were evaluated for compliance. Gumbayngirr language classes were offered to Year 7 through english classes and our foundation skills for work class worked towards completing certificate II and undertaking work experience with a range of local businesses. Fresh start gave students a taste of the construction industry and Year 10 attended careers days. University visits were many for Years 11 and 12 and the Stellar and Headstart programs, run by The University of Southern Cross introduced our students to the offerings of university.

In assessment and reporting, our school continued to refine Sentral reports. All assessment tasks in Years 11 and 12 were standardised with relevant marking criteria. We report to parents each term, either through a parent/teacher night or through formal, written reports. South Grafton High School is working towards the standardising of all formal assessments 7–12 and the publishing of these tasks on the parent portal.



In the area of student performance measures, our school is sustaining and growing. In Years 7–9 growth as measured via NAPLAN, SGHS is sustaining and growing. In Years 9–12 as measured via NAPLAN and the HSC SGHS is delivering. Our whole school focus on metalanguage and extended writing using point, explanation, example, link (PEEL) has led to improved student writing performance.

## Teaching

In teaching, South Grafton High School is sustaining and growing.

In effective classroom practice, a further 16 staff were trained in Teacher Talk to develop effective, whole school classroom management practices. Several staff were involved in instructional rounds training that will be utilised to develop and improve students' vocabulary and the use of two-way feedback in all classes throughout 2018. The development of a bring your own device policy allowed students to connect their own devices to the school's network.

Around data skills and use, South Grafton High School was a part of the learning progressions trial, which will enable the tracking of student growth in literacy and numeracy K–12. All executive were trained in the use of SCOUT, SMART and RAP data and integration with Sentral has allowed quicker and more efficient staff use of data, particularly NAPLAN, with students in their classes. The executive annually analyse HSC data with their faculties and other executive to identify areas for improvement and develop programs, such as focus on extended writing, that deliver these improvements.

In collaborative practice, the school has been involved not only in teacher talk and instructional rounds, but also learning walks, where the head teacher teaching and learning drops in on classes to observe classroom practices. The Clarence science initiative (CSI) continues to be offered to Years 5 and 6 students across the Clarence Valley to engage them in the fascinating area of science. The community of schools (CoS) has also begun developing cross schools' leadership and technology programs.

In the area of learning and development, staff have undergone training in Sentral, Teacher Talk, instructional rounds, youth mental health, subject specific network meetings around new program development for new syllabuses, PEEL paragraphing and literacy in whole of school programming.

Around professional standards, all teachers are proficient, with one staff member currently undergoing application for highly accomplished accreditation. Professional development plans (PDPs) for teaching and non-teaching staff contain a whole school, faculty and personal goal.

## Leading

In leading, South Grafton High School is sustaining and growing. Student leadership opportunities were offered through student representative council (SRC), the Rural Fire Service cadet program, student leadership is koori kids (SLIKK), PRIDE, SMILE and Years 4, 5 and 6 transition days. Students were also involved in running the South Grafton Public School infants carnival and in developing leadership skills in primary students at Ulmarra Public School.

In relation to staff leadership, all paid positions are offered through expression of interest. In 2017, one staff member was promoted to principal, three staff members had considerable experience in deputy principal roles, two head teachers transitioned as head teacher to other schools and several classroom teachers gained experience in head teacher roles and as year advisers or leaders of whole school teams. The school also employed two targeted Aboriginal Student Learning Support Officer (SLSO) positions who work supporting all students in the school.

Around school planning, implementation and reporting, the school has a core school planning team, with a parent member and several whole school teams who are responsible for planning, milestone and collection of evidence via School Planning and Reporting Online. These teams are literacy/numeracy, PBL, Aboriginal education committee, careers and transition, welfare, finance, promotions, learning support team, curriculum and work health and safety. They are also responsible for reporting in the annual report. South Grafton High School was partnered with the Department's communications and engagement team who assisted us, through focus groups and data collection, in developing a whole school communications and engagement plan, which will drive our community engagement focus in strategic direction two of the school plan 2018–2020.

In relation to school resources, infrastructure development was undertaken in air conditioning the school hall and upgrading/returfing the bottom oval, as well as establishing a maker space in the library and a distance education and foundation skills for work class on the school site. The school has employed four more SLSOs to support student learning, as well as the partial employment of the CSI teacher. The Cuberider program was funded once again, as well as varied professional learning for staff.

In management practices and processes, South Grafton High School manages an accountability folder process to ensure record of student achievement (RoSA), Preliminary and HSC compliance. Years 7–9 programs, assessments and work samples are also regularly monitored. There is an allocated vocational education and training coordinator to assure audit processes. All paid positions are advertised via email through an expression of interest (EOI) process,

usually with interview and school planning management is distributed through teams. Implementation guidelines are regularly reviewed and evidence uploaded onto the A–Z monitoring tool.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 reviewed and improved for use in special interest groups. Lessons were delivered by all staff every three weeks. Lessons developed were placed into the PBL folder on the teacher drive and emailed out to all staff ahead of lesson delivery. Students delivered a focus PBL lesson during assembly each fortnight. Two staff members attended PBL coach training.

In relation to expectation systems, school administration support staff (SASS) staff underwent refresher training at twilight professional learning sessions. Faculties are completing their individual classroom matrices. Transition visits to primary schools included an introductory lesson on PBL, as did the school's orientation day.

In relation to implementation systems the staff handbook has been updated, especially to inform our casual and temporary staff of PBL processes and practices and any changes that have occurred. 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. A PBL school evaluation was completed and presented to PBL committee. We are achieving at Tier 1 accredited. Tell from me survey results showed great improvement in student engagement as per improvement measures in the school plan.

##### Teacher Talk

This NESA registered program requires teachers to attend three whole day workshops and four 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 17 participating teachers in 2017 and all have completed their first three 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.

##### 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 PEEL method offers students a concrete way of organising their thoughts into paragraphs, which are the key to successfully responding to 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 have developed across the school. The PEEL paragraph structure and its incorporation into extended writing styles has been taught to Years 7, 8, 11 and 12 students. This will continue whole school as embedded practice in 2018. All years' programs were reviewed to ensure a writing and reading focus and each key learning area's responsibilities were outlined in regard to extended writing. A survey across secondary and primary school staff was undertaken through focus groups in regard to further directions and collaboration for student learning for all partner schools.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Track the 2015, 2016 and 2017 Year 7 cohort overall attendance rate, and maintain at or above 87% over the next three years.	.2 Head Teacher Teaching and Learning \$26617  Attendance Certificates, SMS, phone calls \$800  Principal's morning tea \$300	In 2017 the overall attendance rate for Year 7 was 86%. The mean for the three years 2015–2017 was 86.34%. This target was not achieved.
Percentage decrease of partial attendance rates from 5% to 3.5% over a three year period.	PBL self assessment survey (SAS) & response \$1500  Staff release PBL training \$1500  SLSO (flexible) funding \$121960	In 2017 the percentage decrease in partial attendance rates was 3.54%. The mean for the three years 2015–2017 was 3%, exceeding our target by .5%
Number of staff participating (currently ten) in 'Teacher Talk' program to double each year for three years.	TT .2 Head Teacher employment \$26617  3 x Full day workshops  3 days release x 17 = 51 days \$24188 plus casual cover conferencing 4 days \$1640  4 x peer coach sessions  Workshop cost, venue hire \$105pp. Total \$1785	17 staff were trained in Teacher Talk in 2017. This target was achieved, with a total of 39 teaching staff completing the program over three years.
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.	2 days release staff member to run survey with students \$960	In 2017 this target was exceeded by 10%, with 48% of Year 9 students saying that they find learning interesting, enjoyable and relevant.

## Next Steps

### Positive Behaviour For Learning (PBL)

There will be a focus on moving towards being Tier 2 targeted intervention accredited in PBL for 2018. The school team responsible for Tier 2 targeted interventions address students' social-emotional learning through evidence-based programs which are delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student apply their newly learned skills in the classroom and also builds the teacher's capacity to understand and respond to students with unproductive and challenging behaviours. Small group interventions often include skill building and a self monitoring process so that a student can manage their own behaviours. Students are taught to self regulate and learn from natural consequences.

### Literacy/Numeracy

The focus for the 2018–20 school plan is to draw on research to develop and implement integrated, whole school, professional learning in literacy and numeracy teaching practices. Teacher professional learning around vocabulary, extended writing, inference and numeracy across all key learning areas (KLAs) will be delivered. There will be an increased focus on whole school literacy and numeracy strategies becoming embedded via an instructional rounds approach. We will look at the establishment of a CoS literacy and numeracy team. As PLAN 2 and best start are rolled out to schools in 2018 and beyond, we will liaise with CoS schools in developing a whole school literacy/numeracy



progressions system to assist staff in measuring and achieving growth on an individual student basis.

### **Two way feedback**

A future focus for 2018 is to develop a whole school approach to two way feedback in the classroom, to enable students to articulate their learning and staff to reflect on teaching practice. Two way feedback training will be delivered at twilight professional learning sessions on how to set, communicate and reflect learning goals. This will be monitored via accountability processes and instructional rounds to ensure that learning goals and the understanding of students is achieved in all classes across the school.

## 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

##### Developing Partnerships

It was identified that South Grafton High School needed to engage more with the school community and promote the school further. In 2017 the Director, Public Schools NSW and school principal utilised services from the communications and engagement team from the Department of Education. Tools used were a communications and engagement workshop, the excellence in school service 360 reflection tool and a variety of focus groups. The purpose was an analysis of the school's current image and how it engages and communicates with the community, in order to gain a clearer understanding of the ways in which the school is perceived by various groups including community members, parents and prospective parents, local businesses and teachers. In addition, the school sought to determine how the school may better engage these groups and improve its overall perception in the community. The gateway document provided by the DoE communication and engagement team, identified a number of areas which need to be addressed. Three directions have been outlined; challenges beyond communication, school driven tactics to address challenges and communication tactics to drive change. These three directions will form the basis of the 2018 – 2020 school planning cycle for Strategic Direction 2 – Powerful Partnerships for Learning.

##### Parental Involvement in the School

The communications and engagement workshop and the excellence in school service 360 reflection tool in 2017 was research which involved conducting and facilitating three one hour forums and focus groups throughout a day, involving parents from partner primary schools and SGHS parents. These parents, individually and in small groups, provided detailed and specific feedback to guide the decision making processes of the school. Results of this survey were communicated at the Parent and Citizens (P&C) meeting and also via the school's website, newsletter and annual school report. The situational analysis has driven future school and community directions and development of a school promotion strategy, thereby improving enrolment and retention and supporting academic achievement.

The tell them from me surveys were conducted with parents, students and staff. The results of these surveys can be found in the parent/caregiver, student, teacher satisfaction area of the survey.

South Grafton High School engages parents in a number of other ways including 6–7 information night, NAIDOC Indigenous games day and Harmony Day and through membership on various committees, including finance and school planning.

##### Evaluation of Teaching Practice

SGHS participated in the Teacher Talk program which aims at training all teachers to use a common language and teaching strategies based on Marzano's research to increase engagement in students. In 2017, six Coffs/Clarence schools participated for the second year, training 80% of teaching staff and 2 in-school facilitator conference leaders in each school. Teachers reported an increase in student engagement using these strategies and an increased awareness of their teaching strategies.

The instructional rounds program was funded by DoE in the region. Each school chose a problem of practice based on their school data. SGHS chose to focus further on questioning techniques for engagement. Seven staff volunteered to measure pre and post program engagement and participated in two sessions of a round robin observation of other colleague's classes. The results showed significant improvement in engagement and student preferences towards a "no hands up" questioning strategy. This was debriefed to the region in a video conference.

##### Grafton Community of Schools Digital Literacy Committee 2017

Members of this committee came from South Grafton High, Grafton High, South Grafton Public, Gillwinga, Westlawn and Grafton Public schools. A Commonwealth government grant allowed for the planning of a digital continuum between high schools and their partner schools. This supports the new TAS Stage 4 curriculum to be implemented from 2019. The

funding from this grant was divided between mentor training in areas of coding through coder academy and resource purchasing for both high schools to share with primary partner schools. Resources are located in the library. Further commitment was sought from principals to continue liaison between primary and secondary schools for staff development along STEAM strategies, with a suggestion of two days per year to review and plan further developments. Outcomes from this course of action will see an improved standard of digital literacy from Stage 3 students when they reach Stage 4. This will improve future outcomes for local students in the changing world of work and further education.

A maker space has been created in the school library. The space is currently awaiting new furniture, but has been set up to allow it to be used in the interim. The following STEAM based products have been purchased using school and community funding;

- two desktop computers
- Four 3D printers with one of the printers having the ability to print, scan and engrave, making it suitable for a range of subject areas.
- Lego Mindstorm EV3 robots
- Two interactive TVs

### **Student Engagement in Developing Pathways**

High school transition days were held for Year 4 in CAPA, Year 5 in TAS and Year 6 in sport. A Distance Education project class was planned to allow Distance Education students to regularly engage with mainstream schooling. The flexible nature of this program will have students meet their schooling requirements partially through distance education and partially through mainstream subjects.

Aspirational programs such as Stellar continued to promote and develop tertiary education opportunities for students. Representatives from Southern Cross University, University of New England, Charles Sturt University and Bond University visited the school throughout the year. Students have also had the opportunity to visit university campuses in NSW and QLD through a variety of school organised excursions. Organisations such as the Australian Defence Forces (ADF) also presented career information sessions to students and parents.

Stellar is an initiative funded by the Commonwealth Government's Higher Education Participation and Partnerships Program (HEPPP) to improve the participation rates of students from communities under-represented in higher education. Stellar, developed by the Clarence Valley Industry and Education Forum (CVIEF), works through a whole of community approach to support students to reach their goals. Stellar provides information and support to students, families, carers, school staff and community groups necessary for young people to aspire to university. As a current school initiative, partnerships enhance leadership, especially between primary and secondary teachers and executive, across all partner schools through unique local leadership networks, aligned to community of school priorities. The increased exposure of students to university through these partnerships is shaping and developing the aspirations and confidence of students, to a point where tertiary education options for low socio economic status (SES) students is regularly discussed. In preparation for 2017/18 Stage 6 subject choices, it is evident that students at SGHS have developed a culture of desiring to obtain an ATAR for entry to higher education. Data collected from previous SGHS students as to their progress at universities indicates a high degree of completions of tertiary education courses at an advanced level. Future development is aimed at increasing the percentages of SGHS students following through with these university aspirations and ideals.

The Yes program is an initiative of North Coast TAFE and Stage 5 SGHS students participated in a range of courses delivered at Grafton Campus. South Grafton High School had 26 students participate in Term four.

In 2017, three SGHS students participated in the Southern Cross University Headstart program for the first time. In this program, students completed a unit of university study as a part of their Stage 6 curriculum. Students also accessed a wide range of Stage 6 TVET course offerings as a part of their Preliminary and HSC pattern of study.

School Based Apprentice Traineeships (SBAT) were undertaken by two Year 12 students in retail and business and three Year 11 students in aged care, warehouse operations and business.

Adjustments to the school plan have included additional programs, for example, the FSK discrete class that is assisting disengaged students in gaining skills for future employment and transition into the workplace. This class followed a different educational pathway, with students receiving a Certificate II qualification. This will allow a smoother and facilitated transition for at risk students and those disengaged with mainstream into an appropriate career path.

## 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. Students involved as mentors doubled in number. Year 11 students were also trained in the Teen Mental Health program. These programs, 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. SLIKK and SRC also continued to operate as student action teams, with discussions taking place around the SLIKK leadership team becoming a junior Aboriginal Education Consultative Group (AECG).

Early in 2017, Year 11 students completed a full day of peer mentor training in the library. They were then paired up with a junior student to mentor as a part of the program SMILE (Support, Mentor, Inspire, Listen and Encourage). This team continued to promote student use of the STYMIE anti-bullying website and the national day of action against bullying. There was a promotion of leadership education with students working with Ulmarra Public School students on developing leadership skills. We also partnered 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. The rural fire service training program also operated for students in 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve annual community forum attendance numbers each year for three years from 28 in 2015.	Communications and engagement project with SGHS funded by DoE.  Positive media training day  Continuation of promotions committee meetings fortnightly Tuesday A 8am  6 days staff release \$2844	The community forum was not undertaken this year and replaced with school communications and engagement focus groups of parents and staff from community of schools. The engagement plan sets the direction for 2018–20 plan
Increase the number of Indigenous community members in attendance at SGHS Aboriginal education committee (AEC) meetings.	Fortnightly meetings 8am Thursday B in the media room.  This committee is responsible for the allocation of the Aboriginal Background RAM budget. \$167070 (see Aboriginal education report).	Numbers on this committee have remained static at 3–5 community members. The AEC continues to report to the AECG on Aboriginal education in our school
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.	Employment of Transition Adviser .4 \$40,200  Careers adviser and transition adviser visits to work sites	In 2017, Year 9 participation in work experience was 12%. This target was not achieved, but there was a 3% improved participation.  In 2017, Year 10 participation in work experience was 39%. This target was exceeded by 9%

### Next Steps

As per our developed communications and engagement plan, the five priorities for 2018 are:–Improve the profile and perception of South Grafton High School within the broader community, building upon the recent positive shift in perceptions.

Promote SGHS as a school of choice for parents within the surrounding community.Improve partnerships and community amongst SGHS staff and the South Grafton community of schools, partner primary school staff, students and parents.

Build advocates in the school community through empowering staff, students and parents with knowledge and positive stories to counter inaccuracies.

Improving the number of enrolments at the school in the long term.

### 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

##### Staff Collaboration, Quality Teaching and Leadership

Throughout the year staff capacity to build leadership was a focus of SGHS. It was identified that there was a shortage of teachers applying for temporary higher duties. At different forums throughout the year, in particular at twilight teacher professional learning, staff had the opportunity to attend presentations that allowed them to build on leadership. One session, delivered by the deputy principals, focused on writing job applications and interview technique. This was attended by teachers at both executive and classroom level. Throughout the year a number of opportunities were available for teachers to perform higher duties and the number of applicants in most cases was an improvement from previous years. All executive staff were encouraged to seek teacher professional learning in their chosen key learning areas with a number of staff attending "executive TPL" – collegiate meetings and state conferences, whilst in a relieving position. Two staff members who attended twilight TPL on building capacity applied for permanent positions in a higher capacity. Both were successful and took up those roles at the end of 2017.

Teacher Talk – Please see Strategic Direction 1.

##### Student Teams

A number of action teams were developed in addition to student representative council (SRC) including proud, ready, individuals, defending everyone (PRIDE), SLIKK, SMILE, Sports House Captains and Youth Frontiers. PRIDE meet every Wednesday at lunch time, SLIKK and SMILE operate in special interest groups during roll call.

Sports House Captains – Selection of house captains is carried out by students nominating fellow students for each position. If students accept nomination a vote will be conducted to elect the house representatives if more than two are nominated. A raising of hands is used in the voting process while candidates are removed. Positions elected are house captain boy and girl. (must be from Years 10–12), vice-captain boy and girl, decoration committee, junior representatives.

Youth Frontiers – required regular weekly meetings for participants, mainly at school, with allocated external mentors.

##### Students and parents engage in the use of the Sentral portal

Our school has made a conscientious effort to engage both parents and students to use the Sentral portal. Faculties were asked to post homework and assessment items to Sentral so that parents could easily access them. Although some teachers and faculties did this, an improvement in this area for 2018 will be a focus.

##### Communication/Skoollbag

The Skoollbag app was purchased by the SRC with money raised from numerous fundraising activities. The ongoing cost of the app is \$1 per student enrolled in the school. The SRC has committed to paying for the app; however, a new feature of the app is the ability to advertise businesses. We may approach local businesses and sell advertising. This would cover the ongoing cost of the app each year, freeing up money for the SRC to put towards other school initiatives. By the end of Term 3 there were 169 app downloads, 224 notifications sent and over 9000 content views. Surveying of parents/carers shows the app is growing in popularity and is one of the main methods of communication.

##### Professional development in the use of Sentral

Throughout the year a number of twilight TPL sessions were conducted to upskill teachers in the use of Sentral. During these sessions all staff who attended were shown how to use Sentral to record marks, generate written reports, record incidents on the wellbeing function and record attendance. Sessions were also run on report writing and report reading, with the latter attended by year advisers and head teachers. Sentral is now being used by most staff to record marks and all staff to generate written reports. All staff are proficient in the use of Sentral to record attendance and uniform.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff to actively utilise markbook, reporting, wellbeing and attendance.	Cost of Sentral \$10,600 expenditure. TPL twilight – HT teaching and learning, HT science, HT computing and DP as presenters.	All staff proficient in the use of SENTRAL in markbook, reporting, wellbeing and attendance. Target achieved.
Percentage increase in the overall positive incident reports from 39% to 50% by 2017.	Staff TPL @ twilight = \$0 expended	There were 2256 positive entries entered last year and 6459 negative entries. This does not account for multiple entries for the same incident. However, this is a percentage of 35% – Target has not been met.
Decrease in overall number of long and short suspensions by 20% by 2017.	See expenditure in strategic direction 1 (staff have been trained in Teacher Talk to improve behaviour management).  Resources used –1 x SASS staff	In 2016 there were 102 long and 154 short suspensions put in place. In 2017 82 long and 168 short suspensions were implemented. For short suspensions, this was an increase of 9%. Target was not achieved. For long suspensions, this was a decrease of 20%. Target was achieved.
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.	Interview panel release as required	In 2015 the average number of applicants for each position advertised was 1.8. In 2017 there was an increase average to 3.1 applicants for every EOI advertised. Increase of 72%. Target achieved. All staff members are involved in at least one whole school committee. Target achieved.

## Next Steps

Our four priorities to ensure we are building capacity through effective and innovative systems in 2018 are as follows:

Teaching staff to continue to improve the use of information, organisational and management systems and to engage in TPL that will build the capacity to enhance knowledge of systems.

Parents, carers and community members will have an improved awareness of the processes and procedures that operate in the school and the communication of events and variations are given in a timely manner. Parents and carers understand how to use the parent portal to access current and accurate information around marks, reporting and assessment.

Students understand how to use the student portal/Skoollbag to access current and accurate information around marks, reporting and assessment.

SASS staff to attend training days and PL to develop skills to deliver quality services to both staff and community members.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$5039	In 2017 there were three EAL/D students at SGHS. English Language Proficiency assessments were conducted for the students to assess their level of competence. Support was provided to these students through the employment of a school learning support officer.
Low level adjustment for disability	\$353,455	<p>Learning and Support teachers (LaST) 2.5–\$253935</p> <p>Flexible Funding \$99520– SLSO employment</p> <p>LaSTs &amp; SLSOs act as advocates for students with additional needs and assist in facilitating support processes for these students. 2.5 SLSOs have been employed to assist teachers in classes across the KLAS.</p> <p>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 &amp; assignments in various settings and at various times, including lunch times, senior study lessons and in Making Up Lost Time in Literacy (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, individual student profiles with hyperlinks to the former, as well as individual reading assessments.</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 and ·self-referral. Year 7 students and new enrolments (identified from above) are individually assessed by learning and support teachers (LaSTs).</p> <p>Higher levels of support require more individualised programming and more resources. Learning and support teachers oversee five school learning support officers (including two Indigenous) and ten Year 10 trained peer reading tutors, reading 20 minutes every morning one-to-one with a student who is behind in reading. 30 students who were behind their peers in reading had the opportunity to be tutored at their own level, using programs that were individualised by learning and support teachers. MULTILIT consists of short one-to-one intensive</p>

<b>Low level adjustment for disability</b>	\$353,455	<p>sessions with a LaST or SLSO, training students in word attack skills, working on both accuracy and rate (automaticity). This complements the peer tutor program. 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. Twenty eight students from Years 7–10 were grouped with a learning and support teacher working with them on their literacy goals and assessment tasks, who share the one-to-one MULTILIT sessions with each student and with the Indigenous SLSOs. Students also received support to complete over 200 assessment tasks, reducing stress for students who have limited literacy skills and might not otherwise attempt the tasks. The use of technology is also supported. Students are encouraged to set their own literacy goals and select activities to achieve them.</p> <p>Numeracy: In 2017 Djehuti Smart used a combination of in class and withdrawal programs that was facilitated by a trained SLSO to improve Year 7 &amp; 8 students' outcomes in mathematics, by increasing automaticity in basic numeracy operations.</p>
<b>Socio-economic background</b>	\$765,477	<p>Deputy Principal \$155,388</p> <p>Classroom teacher 2.8 \$284407</p> <p>Flexible Funding component \$325682. This was utilised on the following;</p> <p>CSI Teacher – \$31,616</p> <p>Operational paraprofessional – \$28,152</p> <p>School Administration Officer – \$43,536</p> <p>Head teacher, Teacher Talk– \$33,082.40</p> <p>Teacher Talk program release \$26,000</p> <p>Head teacher, teaching and learning – \$33,082.40</p> <p>Sentral/Edval – \$19,375.25</p> <p>Stymie – \$1,800</p> <p>Breakfast Club – \$5000</p> <p>Teacher Professional Learning– \$12057</p>
<b>Support for beginning teachers</b>	\$6725	<p>One beginning teacher used allocated funding to attend a course on pathways to the future and release time to internally to prepare a proficient teacher accreditation application.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	412	396	314	285
Girls	419	350	297	257

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.1	89.1	92.7	91.1
8	86.1	86	88.2	89.9
9	83.3	81.9	82.2	88.7
10	81.7	80.5	78.4	83.5
11	83.4	84	81.2	81.4
12	85.2	87.4	86	84.5
All Years	84.4	84.5	84.3	86.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The parents of students absent at the start of the day without explanation are informed by text or email. Texts and emails are also sent at the end of the day to the parents of students who have had partial absences during the day. The head teacher teaching and learning monitors the daily attendance of students and each week discusses students whose attendance is causing concern with the home school liaison officer. The head teacher teaching and learning regularly speaks with students whose attendance is not satisfactory and works closely with them and their parents to improve their attendance. Students whose attendance is poor are referred to the home school liaison officer (HSLO) and reports are made to FACS when required, via the mandatory reporting guide.

Attendance is a key theme in assemblies, the school newsletter and in emails and texts to parents. There

are posters promoting attendance and linking attendance to qualifications displayed prominently around the school.

SGHS also takes measures to reward good attendance. Students achieving 95% attendance in a term are given an attendance certificate and those that achieve 98% attendance or above are rewarded by an invitation for them and their parents to the principal's tea party, an annual celebration of good attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	11	22
Employment	2	6	14
TAFE entry	4	4	18
University Entry	0	0	37
Other	0	0	1
Unknown	0	0	8

In 2017, 84 students were candidates for the Higher School Certificate (HSC) and 67 students successfully completed the HSC. 37% of the students were offered undergraduate courses of study at a variety of Universities in NSW, QLD, ACT and VIC. The majority of the patterns of study included arts, nursing, sport and exercise science, business and education. Of the students who gained offers to NSW universities, many chose to apply through the early entry programs that were available to them. Out of the total number of students that applied through early entry programs, 51% of students were successful in gaining entry to Southern Cross University, 39% gained entry to University of New England, and 10% gained entry to other universities offering early entry programs. A large number of these students who have been accepted into university have chosen to have a gap year. Students who did not seek university placement are involved in a variety of post-secondary options including TAFE, apprenticeships and casual, part time or full time employment. 22% of students are currently seeking employment.

### Year 12 students undertaking vocational or trade training

In 2017, 29% of the Year 12 cohort were engaged in vocational education training at TAFE. The TAFE courses studied include; aged care, animal studies, automotive, beauty and nails, children's services, electrotechnology, hairdressing and music.

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

In 2017, 59% of the Year 12 cohort obtained vocational education and training (VET) qualifications. 29% from TAFE qualifications and 27% from VET qualifications gained at school. The VET courses studied at school include; construction, primary industries and sports coaching. The other 3% comes from two students completing a school based traineeship. The courses were in retail services and business services.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	34.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	13.08
Other Positions	1

\*Full Time Equivalent

7% of the South Grafton High School's workforce is Aboriginal. The positions are Aboriginal Education Officer and three SLSOs.

### 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	6

## Professional learning and teacher accreditation

In 2017, \$77,000 was expended on professional learning. Teaching staff at SGHS voted to replace the Term 4 school development days with four three hour afternoon sessions. This decision was taken to allow more flexibility in the use of those days. About a third of the time on the afternoon sessions and during the other staff development days was spent under the direction of head teachers preparing their staff, where necessary, for the new Stage 6 syllabi. On their professional development plan all staff chose one of four teaching and learning objectives as one of their professional learning goals. Professional development was also provided during the afternoon sessions and other staff development days to help staff develop their teaching, with a focus on the teaching and learning objective they had chosen. Other professional learning presented during the afternoon and other staff development days included training in IT, Sentral, Aboriginal language and culture, cyber safety for staff, the school plan and how to teach social skills to students.

In 2017, 17 staff attended teacher talk training and this accounted for approximately half of the SGHS TPL budget. In total, 56 teachers, SLSOs and administration staff attended 138 courses, some at no cost, some paid from school TPL funding and some paid by external agencies for specific projects.



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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,072,609
<b>Revenue</b>	8,720,709
Appropriation	8,447,457
Sale of Goods and Services	22,026
Grants and Contributions	235,976
Gain and Loss	0
Other Revenue	0
Investment Income	15,250
<b>Expenses</b>	-8,549,929
Recurrent Expenses	-8,549,929
Employee Related	-7,726,427
Operating Expenses	-823,502
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	170,780
<b>Balance Carried Forward</b>	1,243,388

The significant surplus carried over is mainly due to a delay in school build projects.

The surplus funds for 2017 have been committed to the set up of a distance Education (DE) classroom, which includes some renovation of the room and the full time employment of an extra SLSO to support the students.

The library is undergoing a maker space upgrade including furniture and technology.

The total amount for the upgrade to the bottom oval is \$124,000.

The hall kitchen and toilets will be undergoing a refurbishment, as well as the toilets in the quadrangle.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,861,336
Base Per Capita	95,177
Base Location	5,339
Other Base	5,760,820
<b>Equity Total</b>	1,291,042
Equity Aboriginal	167,070
Equity Socio economic	765,477
Equity Language	5,039
Equity Disability	353,455
<b>Targeted Total</b>	692,803
<b>Other Total</b>	388,785
<b>Grand Total</b>	8,233,966

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

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.

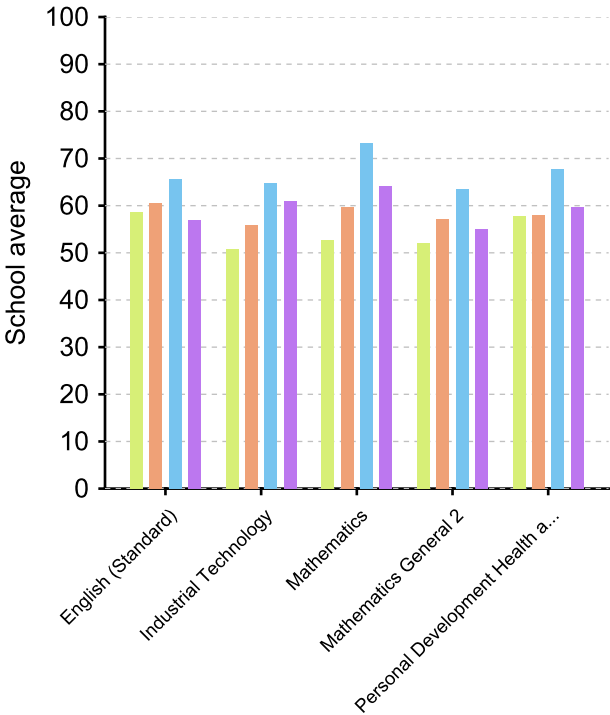
# School performance

## 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.

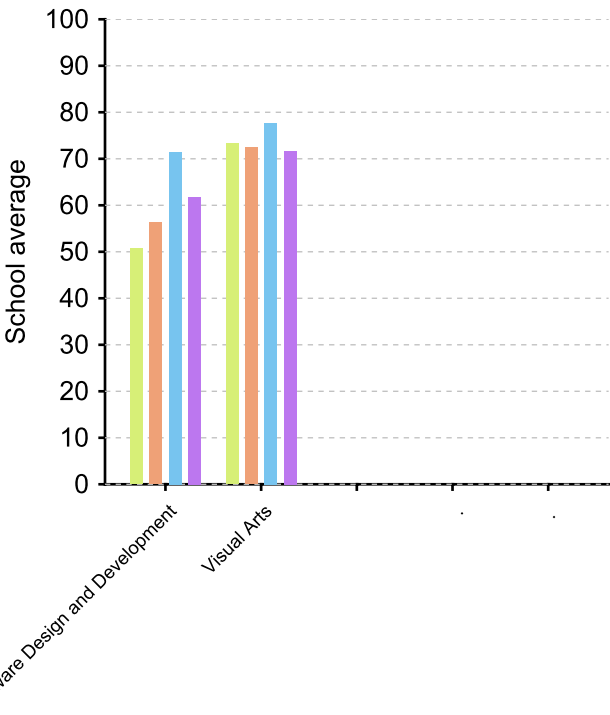
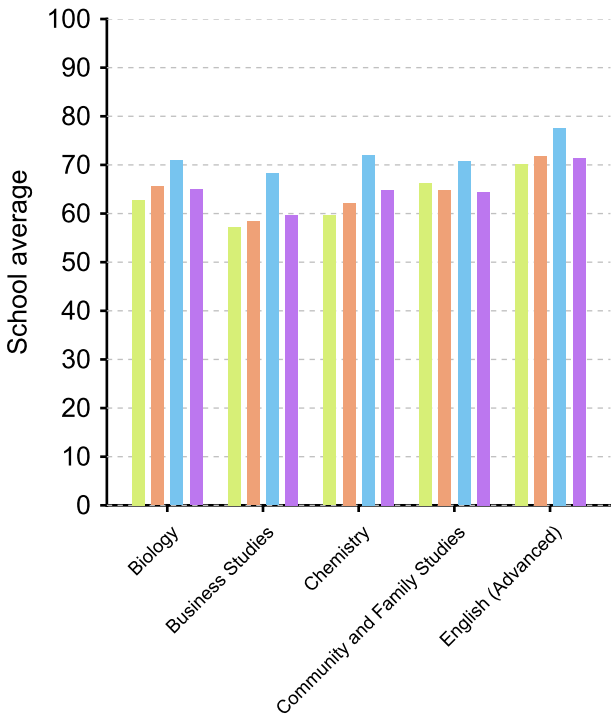
From 2014 to 2017 there was a 14% growth in the number of students achieving the top two bands in literacy and numeracy. The growth in the number of Aboriginal students achieving the top two bands from 2014 to 2017 was 91%.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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).



South Grafton High School students achieved Band 6 or equivalent in Society and Culture and Mathematics Extension 1. The achievement of the CAFS and Visual Arts cohorts of students exceeded the achievement of students in the SSSG in those subjects.

## Parent/caregiver, student, teacher satisfaction

In 2017 this was achieved through the 'Tell Them From Me' (TTFM) and DoE employee staff matters surveys. These surveys are conducted within the school on computers by the whole junior student body (in science classes), senior student participation was encouraged but without class time allocation and via the internet for parents/caregivers. The TTFM survey is coordinated by The Learning Bar, a research consortium employed by the DoE.

Responses to the surveys are presented below.

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

As a percentage:

- 45% of students have a positive sense of belonging.
- 40% of students said they felt they were intellectually engaged.
- 22% of students stated they were interested and motivated in their learning.
- 44% of students were not confident of their skills and found english, mathematics or science challenging.
- 36% of students felt they could not do well in their school work.
- 38% of students had aspirations of completing a trade or apprenticeship.

As a rating out of 10:

- Students rated advocacy at SGHS at 5.6, and advocacy in the wider community, including at home at 5.4.
- Positive student/teacher relationships were rated 5.5.

In the Parent/Caregiver survey (13 respondents) 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 rated their ability to speak with the school principal 5.0.
- That they were well informed about school activities was rated 5.5.
- Parents did not feel that activities aimed at parents were scheduled at times when they could attend 5.5.
- 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 3.8 respectively.
- Parents also felt that the school did not create enough opportunities for students who learn at a slower pace with a rating of 5.3.

Staff were surveyed by the DoE people matters 2017 survey which encompasses all departmental staff, including teaching staff. 50% of staff responded to the survey.

A summary of the People Matters 2017 Survey was presented to the staff meeting in Term 4 of 2017. Following discussion of the results, Senior Executives offered all staff the opportunity to come to talk about their impressions of the school and give their thoughts on the issues raised in the report. About 20 staff asked to meet with Senior Executives and their reflections were used to inform the school plan for 2018.

In the 2017 people matters survey, data showed that staff agreement at SGHS was similar to staff agreement across the public sector in most of the six key drivers of engagement. However, only 53% of SGHS staff agreed with the statement "My organisation is making the necessary improvements to meet our future challenges." A significant decline from the 70% agreement by SGHS staff in 2016 and lower than the 57% agreement across the public sector. The 2018 to 2020 school plan includes the target of restoring staff agreement to this question to 70% by 2020.

## Policy requirements

### Aboriginal education

South Grafton High School has an active commitment to addressing the needs of Indigenous students. An element of this is responding to the broader community issue of reconciliation. Our school highly values Aboriginal heritage – places, language and culture – as a starting point for reconciliation. The involvement of community elders, traditional owners and relevant local organisations is an essential part of that process. More positive and informed relationships between students, staff and the community are the focus for achieving reconciliation at South Grafton High School.

The school is in the process of purchasing an appropriate Acknowledgement of Country at the entrance to the school to compliment the pre-existing bush tucker garden. Welcome to Country or Acknowledgement of Country are conducted in all school formal events and informal events where appropriate. Where possible Gumbaynggirr language is used.

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 were established and this was linked to the mentoring program Staying on Track where PLPs will be constantly reviewed. There were planning and implementation strategies developed to meet these needs based on students' PLPs, in collaboration with their families. 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.

Aboriginal Education Committee meetings are held each fortnight and are attended by the principal,

Aboriginal education coordinator, Aboriginal education officer, all Aboriginal staff, head teacher welfare, learning and support teacher and faculty representatives.

The school employs four staff to provide direct support to Aboriginal students; an Aboriginal education officer and three Aboriginal school learning support officer.

Our AEO, regularly attends elder's group meetings, developing a strong relationship with the local community.

In 2017, 35 students were involved in the Indigenous digital excellence program. This involved attending workshops in Grafton and a week long camp in Sydney, increasing knowledge in the use of various technologies.

The school principal, Aboriginal education coordinator and head teacher HSIE regularly attend AECG meetings. In 2017 three staff participated in Connecting to Country. The participants attended a three day workshop gaining insights into social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities.

Gumbaynggirr language was introduced to Year 7 classes where it was taught as part of the english program of study. Aboriginal staff were on hand to assist in the delivery of lessons.

Sista Speak and Bro Speak have not been undertaken as yet. An art and culture program began in Term 4, with many students participating with enthusiasm.

The total budget for Aboriginal Education in 2017 was \$167070.

\$65509 is allocated as the Aboriginal education officer's wage, with a remaining flexible funding allocation of \$101561.

Of this flexible funding, \$80000 was allocated to the wages of two ASLSO's. \$61620 was spent on wages.

A number of other programs were run throughout the year including several excursions to small schools to deliver cultural experiences at a cost of \$90. NAIDOC week celebrations were allocated \$1500, including traditional games day. Three staff members were trained in Connecting to Country at a cost of \$4100. The school contributed \$5000 for nine students to attend Schools Spectacular. The staffing cost for the Aboriginal excursion to the Indigenous digital excellence camp was \$2500.. Our Aboriginal Cultural Art program cost \$500 for Years 7 – 10.

Total flexible funding spend: \$75310.

Remaining: \$26251. Money to be allocated to ASLSO allocation 2018. This excess was due to a transition period when one SLSO left and another being recruited.

## Multicultural and anti-racism education

Throughout 2017 the school's anti racism coordinator (ARCO) has been involved in a small number of informally resolved incidents involving both students and staff, which are now tagged using the Sentral record keeping system. There has been a focused effort to include anti-racism education in our student leadership is for Koori kids program with an emphasis on the variety in Aboriginal appearance and cultural connectedness. Students were also given training in appropriate responses to racism and how to use school processes. South Grafton High School has also worked to establish informal ARCO networks using the community of schools framework. This made use of one of our staff, as a local ARCO trainer. Networks were started in the Grafton, Clarence Valley small schools and the Orara Valley community of schools with a goal to enhance the quality of events such as Harmony Day and sharing advice and expertise. South Grafton High School remains committed to anti-racism and preparing our students for the culturally diverse Australia they are part of. Continued attention to incorporating Asian perspectives to the formal school curriculum, such as in our Language and HSIE subjects, is essential to achieve this.