

Swansea High School

Annual Report



2018



8389

Introduction

The Annual Report for **2018** is provided to the community of Swansea High as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

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

School context

Swansea High School is a comprehensive, co-educational school with an enrolment of 675 students including a proud Aboriginal component of 11%. We are committed to providing a supportive learning environment, fostering greater student participation and encouragement to exceed personal best. We have a strong technology base that aims to increase student engagement along with providing a key process for sharing learning and teaching resources. We are incorporating a variety of literacy and numeracy strategies across all KLAs to improve pedagogical practice and student outcomes. Our 52 teaching staff range from very experienced to early career, including 8 Head Teachers. To support our students we have eight administrative staff and four student learning support officers. The staff at Swansea High are innovative, focused on continual improvement and support curriculum aimed at meeting the needs of all students.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**:

Learning Culture & Wellbeing: Swansea High is excelling or sustaining and growing in most elements. Swansea High is a Positive Behaviour for Learning school. The process has been developing since 2013 when a PBL Co-ordinator was initiated. The co-ordinator worked with students as partners in the process. Students developed the high expectations and presented them to staff who then ratified them. There are high expectations developed for all aspects of school life including classroom expectations. Data has shown dramatic and consistent improvement in the areas of behaviour and compliance with school rules as well as an increase in completion of assessment tasks. This process also incorporated a review and refinement of the Learning Support Team and the implementation of the PBL 3 tiered wellbeing intervention process. Students feel connected with their peers and teachers. Data is collected weekly and analysed at the PBL meetings to determine general trends or spikes that need specific targeted intervention as well as individual students who require support of intervention at the various identified levels.

Swansea High has an attendance level around 2% below similar schools in each year. We have been acknowledged as implementing best practice strategies to support attendance with years 8, 10 and 12 showing 2% improvement from 16 to 17. Unfortunately in 2018 our attendance levels decreased in all years with an overall decrease of 1.7%. Fractional truancy has been targeted since the introduction of digital period by period roll marking and has resulted in a 40% reduction in the number of students having unjustified absences from class. The school has developed transition programs to support students through each stage with a significant 6 to 7 transition program and learning reflection processes at the completion of stages 4 and 5.

Curriculum provision and Teaching & Learning programs at Swansea High adheres to the policies of NESA. The curriculum pattern in year 11 and electives for year 9 are student demand driven. Additionally Swansea High offers an 80 minute period per week in year 8 dedicated to STEM. Teaching & Learning Programs are based on NESA Syllabus documents and are differentiated to meet student needs. Student engagement has increased as a result of these actions

as well as the improvement in teaching practice to create more engaging lessons.

Professional learning in Formative Assessment and assessment of learning has been undertaken and staff have improved in understanding and implementation increasing student engagement through the process. The school has procedures and processes to monitor learning, record results and report to parents. Due to the ongoing differentiation of courses the reporting process is becoming increasingly complex and delivering quality and clear information to parents and employers is an areas for current and future focus. 2018 Semester 2 reports reflected the differentiated courses and provided more explicit information relating to student progress.

Year 9 value added and growth data is outstanding and the percentage of students in the top two bands increased by . Middle SES students are moving in a positive trend toward similar achievement as higher SES students, however the lower SES students have trended downwards. After girls showing significant improvement in 2017 boys have shown increased rates of growth in 2018 particularly in writing and reading.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**:

Lesson intentions and success criteria are now evident in most classrooms and the quality of these is an area for development. Feedback is provided to students to clearly outline the next steps for improvement and staff gain feedback from students to monitor their progress. Our classroom management data is outstanding and can be attributed to the parallel processes of PBL and improved teaching strategies. The school is moving toward a blend of explicit teaching units and student centred learning based on evidence based research.

The area of data analysis is strong in whole school planning and also in some faculties. Explicit professional learning for both the executive and teaching staff will allow improved understanding of the use of data in developing student learning profiles which will better inform the strategies and level and direction of the learning undertaken.

Staff at Swansea High are focused on continual improvement and the data confirms that this is occurring. In a recent survey staff felt they were moving toward their goals in their PDP or they were in need of review, both scenarios indicating their PDPs are living documents. The goals of the PDPs have been collated and analysed and align with the direction of the school with the professional learning planned on that basis. Because of the varied level of staff competence, professional learning in the school has choice and differentiated levels to ensure the level of proximal development is targeted. Staff from the school have built expertise in a variety of areas which is utilised to lead other staff in the improvement process.

The school has a strong and clearly articulated focus on literacy and numeracy. There has been a consistent and sustained focus on key aspects of literacy identified through data analysis. These include the Super 6 strategies, the mechanics of writing, the TEEEC process for writing and the Subject Verb Object approach as a means of decoding questions, leading toward stage 6 requirements in the HSC. In numeracy the school has developed the Fantastic 5 based on Newman's Analysis and the Super 6 Literacy strategies which is implemented in year 8. Additional tutorial periods are also incorporated in Stage 6 mathematics.

Staff are collaborating on the development of Inquiry Based units of work. These will be shared with the remaining staff where feedback will be provided to assist both the receivers and providers of feedback to improve their understanding. Beginning teachers are mentored within their faculty and are participating in a conference each term to increase their competence and confidence and provide a forum where they can gain support and access to further development. A Toward High Performance Teaching Team has been established with an aim of providing an opportunity for staff to initiate observations and give and gain feedback, access curated educational research and share best practice ideas and suggestions. This process is in it's initial implementation and is an area for development during Semester 2.

The results of this process indicated that in the School Excellence Framework domain of **Leading**:

A strong culture of educational research as a foundation for change has been developed over the past 5 years with an increase in pedagogical leadership capacity evident within the school. A variety of staff now request to lead professional learning at learning events and the staff are open to sharing innovative practices they are trialling or implementing in their classes. The school has accountability processes in place to deliver high expectations set for staff as well as students which is embedded in our school vision. Lesson observations, student forums and surveys allow relevant data to be collected analysed and shared with staff. These provide a barometer for progress in our key strategies.

Educational leadership within the school has been encouraged and developed with a strong focus on pedagogical improvement for all staff. Two staff have gained promotion positions this year as a result of mentoring to increase leadership capacity and depth of understanding. Staff are utilised according to strengths and admin staff utilised whenever possible to allow greater time to be devoted to teaching & learning development. Hattie's visible learning strategies and Wiliam's formative feedback strategies form the basis of our pedagogical practice. Technology has been embraced by the staff and utilised to improve engagement and student centred focus of the lessons. The school is moving to a more balanced blend of explicit and Inquiry Based approached to learning.

The school facilities are utilised regularly by the community both formally and informally and this has resulted in major

hall improvements from the revenue gained. Our administrative systems have been chosen to enhance and support staff in their administrative roles with SENTRAL forming the major third party software in use. EDVAL is used for timetabling and VIVO has been implemented in 2017/18 and evaluated and will not be utilised in 2019.

The ability to deliver sound financial management has been diminished in recent times as a result of the implementation of the new SAP finance system. This has been a challenging process that is still being met. Prior to this system the finances were well managed.

Our school community values the school with a recent parent survey indicating that approximately 70% of respondents were happy or very happy with the school. Our vision includes the concept of continual improvement as a basic tenant for both staff and students and our data is evidence that this is occurring.

Our self-assessment and the external validation 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

Creating stimulating learning environments

Purpose

To create physical and learning environments that have high expectations, are engaging, personalised, flexible and inclusive. These environments are where students and staff gain skills to support their progress and there is evidence to show expected growth in all areas.

Overall summary of progress

Staff identified areas of the school plan as well as information relating to Accreditation and this was utilised to develop professional learning that met staff needs as well as requirements from the school plan.

All faculties have embraced differentiation and are moving successfully toward differentiated courses and assessments. Program audits indicated that all subjects were differentiating their programs to varying degrees. English and Maths were the most advanced with differentiated courses in each year. Other subjects have utilised adjustments to the general program for varying levels with differentiated programs for Karakal and Tiriki in Stage 4 and Jumpstart classes in Stage 5.

Student feedback indicates that :

1. All faculties had significant levels of implementation of learning intentions and success criteria with students indicating strongly that this supported their learning.
2. A variety of assessment strategies are utilised by teachers and students to ensure understanding of requirements in the assessments provided.
3. Feedback is still predominantly whole class questioning with some faculties utilising mini whiteboards as learning feedback strategies. Electronic forms of formative feedback were also utilised including Plickers and Kahoot.

Staff have received professional learning in formative assessment strategies including : whiteboards, exit tickets, cups, thumbs up / down, learning logs, high quality questioning and all student response systems. Staff then chose the strategies that suited them and implemented these in class to ensure they are aware of progress in learning and when there is a need to reteach. Four faculties have effectively implemented this to a significant degree while the remainder are working towards full implementation in 2019. Further professional learning is planned to enhance progress in 2019.

Student Tracking, reflecting student self regulation development, has been implemented in years 7 & 9. Students and teachers rate student performance each term and students compare the ratings and set learning goals based on the information identified. All students in year 6,7 and 8 have undertaken the PAT testing in Term 4 2018 to deliver baseline data that can be utilised to measure progress and define individualised learning steps.

A number of Hattie's evidence based strategies have been implemented. High expectations are evident and are expressed as a goal at the proximal development level which is at the level of challenge that is achievable for the differentiated classes. Reporting has been refined to more clearly describe student progress. Growth mindset training is building self-efficacy. Group work is increasing and has been implemented in most classrooms to allow peer interaction and support. Staff are also balancing the needs of Inquiry based learning to increase engagement with explicit teaching strategies with all faculties implementing at least one Inquiry Based unit of work in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All teachers are involved in Learning Teams where practices are refined through feedforward processes	\$10000	<p>The following teams have been established :</p> <ol style="list-style-type: none">1. Staff involved in teaching Karakal, Tiriki and Yrs 9 & 10 Jumpstart have formed teams after surveys of students in these classes were undertaken, analysed and shared with them. The staff have undertaken targeted professional learning to respond to the expressed needs and feedback and continue the implementation of specific strategies to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> All teachers are involved in Learning Teams where practices are refined through feedforward processes 		<p>support students who require both extension and support.</p> <p>2. A Professional Learning Team, with a team member from each faculty, has also been established to support the implementation of Inquiry Based Learning units within each faculty. The team has supported the development of 1 unit of work in 2018 with all faculties exceeding this target.</p> <p>3. The Literacy Team has a representative from each faculty and has driven literacy improvements and dissemination of strategies and accountabilities.</p> <p>4. The Learning Support Team meets weekly to individualise support for students as well as developing whole school universal strategies as well as secondary and tertiary interventions for students with more complex behaviours and support needs.</p> <p>5. The Positive Behaviour for Learning (PBL) team meet weekly to review data and plan and refine intervention processes as well as processes to reinforce and celebrate positive behaviour.</p>
<ul style="list-style-type: none"> All projected technology programs are implemented, evaluated and refined. 	\$14 000	<p>The targeted programs have been implemented in 2018 include the Year 8 Our Digital World with all year 8 students experiencing the following learning experiences throughout the year : Coding, Digital Film–making, Internet Ethics, Rocketry & Virtual Reality, Minecraft in Education and Understanding Hardware. The feedback from students has been overwhelmingly positive, however it did not translate into students choosing a Digital elective in year 9. This is a focus for 2019.</p> <p>Staff have also continued to refine and implement technology focussed strategies into classroom practice with Laptop utilisation rates at close to 100% at all times.</p> <p>The BYOD process is continuing with constant promotion to the community that greater numbers of laptops being provided by them will mean greater ability for the school to deliver more engaging learning activities. Our current uptake for 2018 is around 10%.</p>
<ul style="list-style-type: none"> At least 90% of students in Yr 9 2020 will have improved understanding of identified ICT skills from baseline data 	\$1000	<p>Each faculty has identified a program to be explicitly taught in year 7 : Excel in Maths; Word in English; Web Design in Science, Google Suite in HSIE and Adobe in PDHPE. These were implemented in 2018 and will be evaluated early in 2019. A pre–test of skills will be undertaken for year 7 and 8 in early 2019 to provide better evaluation through the development of base line data to allow growth analysis in year 9 2020.</p>
<ul style="list-style-type: none"> Students indicate improved engagement above state average through the TTFM and 1% improvement in attendance.. 	\$5000	<p>Unfortunately, despite our best efforts the attendance rate has decreased during 2018 by an overall 1.7%. This has been after 3 years of improvement from 2015 –17.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Students indicate improved engagement above state average through the TTFM and 1% improvement in attendance.. 		<p>An attendance coordinator has been established for the past 4 years to monitor attendance, implement interventions and make regular parental contact. This has been expanded to include partial truancy over the past 3 years since technology has enabled period by period marking to be monitored quickly. Partial attendance has improved significantly with the average number of partial truanancies dropping by approximately 40% during 2018. The criteria to participate in the end of semester reward celebration includes greater than 90% attendance.% of our students achieved this criteria.</p> <p>Attendance monitoring, counselling, learning support, time outs and eventually HSLO referral are included in our interventions. Parental contact for students whose attendance is of concern is ongoing and parents are invited to partner the school in developing attendance improvement plans. There have been significant successes with students who have demonstrated poor attendance patterns throughout their educational history with a number re-engaging with school. There have also been a small number of referrals to the court process for students who have refused to attend school.</p> <p>Alternative education placements in TAFE and other organisations have been sourced when this was deemed most appropriate for the young person.</p> <p>In school surveys indicate that students are engaged in their learning with the number of non submission of tasks significantly reduced during 2018 as a response to cultural shift and the increase in class based assessments.</p>

Next Steps

The groundwork for learning teams was undertaken in 2018 and the teams formed late in the year. The Learning teams are becoming more teacher driven with staff determining the direction of their desired professional learning to meet the specific needs of their class contexts. Evidence based practices including formative assessment, student self reflection and goal setting, tracking of student progress and communicating the required steps to improvement are all aspects of improved pedagogy that have had the foundations laid in 2018 for greater refinement and development in 2019.

Two Inquiry Based (IBL) Units were implemented in each faculty in 2018 and further development and refinement of these units will continue in 2019. Aspects of IBL will also be embedded within explicit units to continue to foster student self regulation and self direction in student learning. Bring Your Own Device currently sits at approximately 10% of students who bring a device to school to assist in their learning. It is important for our continued improvement in Inquiry Based Learning and engagement that we grow this figure to at least 40% by 2020. Our target for 2019 is 25%.

Attendance monitoring and processes will be reviewed in light of the fall in attendance. Greater promotion of the need to attend school will be a focus for 2019 to attempt to change the culture in a small percentage of the school population that impacts significantly in our data. Also, in the LAW program which focusses on Learning, Attendance and Wellbeing, to be implemented in 2019 students will reflect each week on their attendance and the reasons for any absences. They will also look at the cumulative total each week and students who have had zero absences for the week will be rewarded with Bluey certificates which are a part of our positive reward structure.

Strategic Direction 2

Developing positive partnerships and relationships

Purpose

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

Overall summary of progress

Data continues to improve in line with the target to have 1% of students in the red zone and 5% in the yellow zone of PBL throughout 2019. During 2018 there was a further 24% decrease in average weekly referrals following a 25% reduction in 2017; a 50% reduction in suspensions and a decrease in the percentage of students in the red (> 5 referrals) to 1% and yellow zone (between 2 and 5 referrals) to 6% of the PBL triangle. The SRC and Working Party have analysed the current system and gathered data to inform the review of the recognition scheme to better align the rewards with the needs of the students. This student driven refinement will support reinforcement of positive behaviours and support further reductions in referrals and improved learning environments in 2019 in line with plan targets.

The development of a stronger and refined partnership with Links To Learning has led to a stronger more effective Jumpstart Program. This has included the involvement of a number of mentors who worked with the students to develop their passion interest project. The Jumpstart program has undertaken a wide variety of programs including hospitality, arts, construction, hair & beauty and horticulture as well as well-being programs designed to assist students develop socially and emotionally.

The Galgabba Community of Schools has had significant change in leadership over the past 12 months and the cohesion within the leadership group and communication of established processes and programs needed re-establishing. This has occurred with enthusiasm and commitment to the local community and quickly developed into a strong educational leadership team.

Successful applications for two grants to support academic development in English Conceptual understandings and CAPA has also assisted in the development of transitional coherence and consistency for students.

The Aboriginal Education program's organisation have been refined further which has resulted in the increase in number of students and consistency of attendance for students participating in a wide variety of cultural, language and learning programs. The feedback from students and parents has been extremely positive and in 2018 – 73% of Year 9 Aboriginal students had at or above expected growth in numeracy; 67% in reading and 50% in writing. The VALID Science results showed Year 8 Aboriginal students have continued to improve over the last 3 years and in 2018 significantly exceeded Similar School Scores.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL data will improve by 5% in the yellow and have less than 1% in the red by 2019 and be maintained through 2020	\$5000	<p>The number of negative referrals has reduced by a further 22% in 2018 bringing the total reduction of 48% from 2015. The percentage of students suspended has reduced from 8.85% in 2017 to 5.58% in 2018. The number of short suspensions has remained stable with long suspensions reduced by 50%.</p> <p>The PBL (Positive Behaviour for Learning) data for students in the Green Zone (positive behaviour) has remained stable at 92–93% with students in the yellow zone remaining stable at 5–6% and students in the red zone moving between 1–3% over different terms.</p>
Students indicate a 8% improvement in connection with the school from baseline data	Aboriginal background loading (\$10000.00)	The planning for the introduction of the LAW (Learning, Attendance & Wellbeing) Mentoring program has been undertaken in 2018 with a

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students indicate a 8% improvement in connection with the school from baseline data</p>		<p>scheduled implementation for 2019. This program provides an additional support person for our students and significant progress toward improved connection with the school. Improved student behaviour, increased completion of assessment tasks indicate improved connection to learning.</p> <p>Aboriginal student engagement has been significantly improved with the continued employment of two Aboriginal Education Officers who provide cultural and learning support. The numbers of students participating on a regular basis has risen by 13 students and the number of students identifying as Aboriginal has also increased. The students performed traditional dances for the first time at our combined Galgabba Community of Schools NAIDOC Day celebration, have developed understanding of the Awabakal language, developed cultural understandings and participated in excursions to significant cultural sites. Aboriginal students have established a Junior AECG and have representation on the Student Representative Council.</p> <p>The Links 2 Learning project undertaken by our year 9 students and the school based Year 10 Jumpstart program has resulted in improved attendance and referral reductions through increased engagement and participation in the vocationally oriented program.</p> <p>Our sporting programs have been redefined and a greater variety of choice added with a resulting increase in participation and engagement. The sports carnivals have also be revamped with an increase in attendance and participation. Opportunities are provided for students to participate in a wide variety of competitive sports and we achieve positive results against schools of much larger size.</p>
<p>20% increase in partnerships and student involvement with external agencies that support learning & well being.</p>	<p>\$1000</p>	<p>Partnerships with external organisations are often difficult due to our location. This has increased significantly during 2018 in a variety of areas including Vocational Education, Wellbeing, Aboriginal Education and Careers. In Vocational Education we have had partnerships with Youth Connections – Links to Learning, local businesses, Newcastle Art Gallery, local Churches, TAFE, Newcastle University as well as mentors from the local community. Within Wellbeing our partnerships have included guest speakers and programs on safe decision making, mental health, suicide prevention, resilience, Lovebites, sexting and cyber safety, sexual harassment, domestic violence prevention with Tantrum Youth Arts –Opening Doors Anti DV and Anti Bullying through the investigation of Stymie, a Bullying reporting system and an application by the SRC to the P&C for funds to implement this program in 2019. A youth worker from East Lakes Youth Centre is continuing to operate within the school to support our students on a weekly basis. Bahtabah Land</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in partnerships and student involvement with external agencies that support learning & well being.		<p>increased involvement with our Aboriginal programs within the school.</p> <p>The Galgabba Community of Schools has formed strategic learning teams to ensure the sharing of ideas and developing a closer collaboration between the Public schools and between the partner schools and Swansea High to promote Swansea High as the best choice for their secondary education.</p>

Next Steps

The review of the Positive Behaviour recognition process will continue into 2019 and a refined student driven process will be implemented. The Learning, Attendance and Wellbeing (LAW) program will be implemented in 2019 with all students participating in a 40 minute mentoring period each week that focuses on developing a growth mindset, our Positive Behaviour for Learning processes, learning and well being activities and mindfulness. The partnerships initiated in 2018 will be fostered and expanded to continue to expose students to positive support and guidance from external sources. Stymie has been purchased and will be implemented in 2019.

Strategic Direction 3

Promoting individual personal best

Purpose

Opportunity for success is the right of all students and staff. Tailored learning including literacy and numeracy and personal reflection supports the achievement of personal best and develops confident learners.

Overall summary of progress

Our literacy and numeracy progress has continued in a positive direction with our value added data showing improvement in reading, writing and numeracy which have been our major focus. The Literacy Team has maintained its whole school representation and the structure supports and drives the ongoing maintenance of the strategies identified within the school. These strategies include :

1. The Super 6 strategies in reading where students unpack more complex text by using a structured process. These include assisting students to ask questions, visualise, make connections to other works and knowledge, predict from known words, monitor their understanding and learn how to summarise key ideas.
2. In writing we have introduced the TEEEC structure to support students to develop skills in persuasive writing, a skill that is vital in our modern world. To do this students follow the Topic, Explain, Expand, Example, Conclusion process to articulate their argument. Although this is in the written form, the process also assists students to articulate an argument verbally and will support their wellbeing as well as their cognitive development. In writing we have also introduced the Mechanics of Writing program where all staff continue to explicitly teach the basics required for the correct use of grammar and punctuation as well as the more complex structures required to increase the complexity and sophistication of their writing.
3. In spelling we undertake a Spelling Bee in Term 1 each year to reinforce the spelling of a set of words that range from simple to moderately complex. All faculties have spelling lists to introduce and reinforce spelling and meaning of subject specific vocabulary.
4. Subject Verb Object (SVO) has been introduced to support students to decode questions to ensure they have a clear understanding of what a question is asking. This was mainly utilised in Stage 6 but has been extended to year 9 and 10 classes in 2018.

The audits and surveys of both teachers and students has indicated that all of the literacy strategies are embedded within classroom practice with most students being able to explain the strategies and indicating that most classes are utilising the strategies. Our year 9 NAPLAN results reflect this with 56% of students being at or above expected growth in grammar & punctuation, 58% in writing, 60% in spelling and 66% in reading. This same cohort in year 7 had 56% at or above expected growth from year 5 to early year 7 in grammar and punctuation, no comparative data available for writing in 2016, 47% in spelling and 41% in reading. The percentage of students reaching at or above expected growth increased by 13% in spelling, 25% in reading and remained the same for grammar and punctuation. There is no comparative data for writing as the form of writing changed from narrative to persuasive between the two tests.

In numeracy, the Fantastic 5 has been implemented to embed literacy strategies into maths as well as explicitly teaching students how to deconstruct maths questions. An additional teacher has been provided to team teach with the classroom teacher 2 periods per fortnight to support the implementation. This has been a very successful strategy with surveys indicating that most students are aware and utilise the strategy to solve word based maths questions. Our year 9 NAPLAN results in numeracy reflect this with 73% achieving at or above expected growth and increase of 9% over their year 7 results. Numeracy has also been emphasised in all KLAs with each faculty explicitly teaching aspects of numeracy that relate to their subjects.

To support students to reflect on their performance and focus on continual improvement and personal best a self-reflection program has been introduced in 2018 with years 7 and 9. This program allows students to set goals, rate themselves in each subject each term against the values of the school of Respect, Responsibility and Readiness to Learn. The staff also rate the students and the students then compare the ratings and adjust their learning goals accordingly. This process incorporates a focus on growth mindset with students encouraged to set goals that continued their positive development. The reduction in the number of assessment task warnings and a final completion rate of tasks at 99% is evidence to support the improved culture of learning.

In 2018 a professional learning plan was developed to analyse the staff Professional Development Plans (PDPs) to ensure any aspect of their PDPs that are not aligned with the School Plan and the focus of professional learning within

the school are supported with targeted professional learning. This has ensured that the professional learning within and beyond the school meets the needs of the staff and aligns with their PDPs.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least a 10% increase in students who achieve above state growth in all aspects of Literacy and Numeracy	\$30000	<p>From year 7 2016 to year 9 2018 there was no increase in students who achieved at or above expected growth in Grammar & Punctuation, 13% increase in spelling, 25% in reading and 9% in numeracy. The average increase is 11.75% which is exceeding the target.</p> <p>During Term 4 2018, all students in Years 6, 7 and 8 were tested using the PAT tests. The school was also accepted into the Year 7 Best Start pilot program. This will provide each student with individualised targets for growth, which will be shared with students, staff and parents/carers. On the basis of this data, interventions will be developed to target group weaknesses.</p>
At least 80% of a randomly selected student group of 100 students can engage in self-reflective conversations using the language of growth mindset.	\$5000	<p>To achieve this target in 2020 the concept of Growth Mindset has been reinforced throughout 2018 and has been embedded in the common PBL language throughout the school. The LAW program developed in Term 4 2018 has growth mindset learning incorporated to continue to develop the understanding to a deeper level and apply the concept to their reality.</p> <p>Years 8 and 10 undertake self reflective interviews at the end of the year as they are at key stage transition points. The language of growth mindset was included in the interviews and will feature more prominently in 2019 after more in depth development of the concept.</p>
At least 60% of students have above expected growth in all aspects of NAPLAN	Included in previous target	<p>In 2018 NAPLAN the percentage of students who achieved above expected growth was as follows:</p> <p>Numeracy – 73%</p> <p>Reading – 66%</p> <p>Writing – 58%</p> <p>Grammar / Punctuation – 56%</p> <p>Spelling 60%</p> <p>We are close to our target in 2018 and with continued implementation are on track to achieve our target in 2019.</p>
At least 10% decrease in Aboriginal students below minimum standards and at least 50% of Aboriginal students achieve expected growth	\$50000	<p>Aboriginal students achieved at or above expected growth :</p> <p>Numeracy – 74%</p> <p>Reading – 48%</p> <p>Writing – 63%</p> <p>Grammar / Punctuation 45%</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 10% decrease in Aboriginal students below minimum standards and at least 50% of Aboriginal students achieve expected growth		Spelling 63% From this data identified students have been targeted for additional support in reading and grammar and punctuation.
Value added data for HSC is improved.	\$5000	The 2018 HSC value added data has continued the positive trend established over that past 3 years. Students from all equity groups have shown that they have achieved at similar levels which is a positive outcome indicating that less advantaged students are performing at similar level to advantaged students in terms of Socioeconomic status. Although our average results for the HSC were not as high as previous years, the retention rate to the HSC was higher. This is an extremely positive result for these students and the school.

Next Steps

The continual improvement process for Strategic Direction 3 is long term as it requires a cultural change for teachers to include explicit teaching of literacy and numeracy strategies as an inherent part of their teaching practice. This has been occurring since 2014 and achievement data and accountability processes indicate significant progress toward this goal. Throughout 2019 the audit and accountability process will highlight strengths and any residual weaknesses which will be addressed through targeted professional learning for staff. In 2019 the final strategy of individualising literacy and numeracy targets utilising PAT testing and Best Start data will be introduced to allow students to identify their next step in literacy and numeracy improvement. Student self direction will also be strengthened through the LAW program and the inclusion of goal setting based on ongoing comparison of performance between self and teacher rating against the PBL values. A MultiLit program will be introduced for identified students who are well below stage in reading and writing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$60 000	<p>Aboriginal student engagement has been significantly improved with the continued employment of two Aboriginal Education Officers and a new Aboriginal Coordinator who provide cultural and learning support. The numbers of students participating on a regular basis has risen by 13 and the number of students identifying as Aboriginal has also increased. The students performed traditional dances for the first time at our combined Galgabba Community of Schools NAIDOC Day celebration, have developed understanding of the Awabakal language, developed cultural understandings and participated in excursions to significant cultural sites. Aboriginal students have established a Junior AECG and have representation on the Student Representative Council.</p> <p>Aboriginals students in Stage 6 undertook individualised tutoring during their study periods with 85% of students maintaining this through to the HSC.</p>
English language proficiency	\$7500	Identified students participated in one to one tutoring where they developed literacy skills and gained support to complete assessment tasks.
Low level adjustment for disability	\$60 000	This funding provides SLSO support to students and classes with additional learning needs including Tiriki, an in school supported class for students with learning challenges in Stage 3, and Jumpstart, vocationally oriented Stage 5 classes. Other students and classes that require support are identified through data analysis and submission and additional support is implemented.
Socio-economic background	\$263 000	This funding was utilised to provide additional staffing to reduce class sizes including middle stream classes as well as a smaller stage 4 support class. In 2018 additional funding was allocated to a second Deputy Principal position to accelerate the teaching and learning programs incorporated in the school plan. Additional funding was also allocated to Professional Learning to ensure the strategies incorporated in our strategic directions were supported.
Support for beginning teachers	\$10 000	A newly appointed phase 2 beginning teacher was provided with a reduced allocation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	319	332	337	349
Girls	307	331	330	314

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.4	91.2	91.8	91.6
8	88.7	87.7	88.1	88.4
9	88.8	85.9	86.2	85.5
10	84.9	83.6	84.6	82.6
11	78.9	83.1	85.8	81.4
12	84.7	85.9	88.4	83.4
All Years	86.4	86.2	87.5	85.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

An attendance coordinator has been established for the past 4 years to monitor attendance, implement interventions and make regular parental contact. This has been expanded to include partial truancy over the past 3 years since technology has enabled period by period marking to be monitored quickly. Partial attendance has improved significantly with the average number of partial trancies dropping by approximately 40% during 2018. The criteria to participate in the end of semester reward celebration includes greater than 90% attendance.% of our students achieved this criteria. Attendance monitoring, counselling, learning support, time outs and eventually HSLO referral are included in our interventions. Parental contact for students whose attendance is of concern is ongoing and parents are invited to partner the school in developing attendance improvement plans. There have

been significant successes with students who have demonstrated poor attendance patterns throughout their educational history with a number re-engaging with school. There have also been a small number of referrals to the court process for students who have refused to attend school. Alternate educational placements in TAFE and other organisations have been sourced when this was deemed most appropriate for the young person.

Increased engagement supports improved attendance and in school surveys indicate that students are engaged in their learning with the number of non-submission of tasks significantly reduced during 2018 as a response to cultural shift and the increase in class based assessments and improved pedagogy experienced in the classrooms.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	10	5
Employment	4	23	20
TAFE entry	4	6	5
University Entry	0	0	24
Other	0	0	0
Unknown	0	0	46

Year 12 students undertaking vocational or trade training

Swansea High has a strong Vocational Education Training (VET) program offering an alternate pathway for students who choose a trade, hospitality or retail as a primary post school option. In year 12 we had 28 places in classes in VET subjects including Retail, Metals & Engineering, Construction and Hospitality. We have offered Sports Coaching but lack of student demand has meant the subject is yet to be included in the final curriculum pattern. A number of students undertook more than one VET course in their pattern of study which meets their needs more effectively and provides an impetus to improved attendance and involvement in the school.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 79 students who completed their secondary schooling in 2018 in Year 12, 71 completed their HSC and 8 students complete their ROSA.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	37
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.28
Other Positions	1

*Full Time Equivalent

In Term 2 2018 we had a teacher identifying as Aboriginal appointed to the school. He has taken the role of Aboriginal Coordination. There are two Aboriginal Education Workers who worked a combined 5 days per week to support our Aboriginal Education Program.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	71
Postgraduate degree	29

Professional learning and teacher accreditation

Professional learning continues to be a major focus at Swansea High School with the total cost of professional learning of \$68,000. An additional \$15,500 was included from general funds to ensure that all professional learning was enabled. This figure does not include professional learning which was school based.

Professional learning continues to be a major focus at Swansea High School. Changes to senior syllabuses in a number of faculties saw a trend towards professional learning courses outside of school, with 135 courses undertaken by 48 teachers, including casual teaching staff. The following is a breakdown of funding percentages for each strategic direction based on external courses and a list of Internal based

professional learning :

1. Creating stimulating learning environments :

External based professional learning consisted of 53% which was an 18% decrease on 2017 reflecting that teachers have started to implement visible learning strategies and feel comfortable with the level of in-school support. Formative Assessment, Learning Intentions, Inquiry Based Learning, Technology strategies for the classroom and support systems were the main focus at Internal Professional Learning in 2018.

2. Developing Positive partnerships and relationships:

45% which reflects the importance SHS teachers place on positive relationships with students, families and communities and the impact those relationships have on improving student outcomes. At Internal based learning sessions staff have been supported in developing wellbeing strategies through a review of Aboriginal programs and perspectives in the curriculum, how to respond to adolescent distress, transgender students and suicide prevention.

3. Promoting individual personal best: 41% which reflects the emphasis placed on professional development of the changes to the Stage 6 syllabuses across all Key Learning Areas.

The analysis of Teacher Professional Learning (PL) provides evidence all faculties taking part in professional development, including the school Counsellor, Careers Advisor and support staff. Teachers took part in PL opportunities that they could share with colleagues from any teaching area. Examples of PL which is cross KLAS are assessment strategies, Project Based Learning which translates into Inquiry Based Learning at SHS and classroom management strategies. Some of these strategies were shared at a day dedicated to Teachers requiring Accreditation ensuring that all teachers are provided with Quality Teaching tools. School Learning and Support staff, including SLSOs and AEWs, were provided with in school professional development in SHS literacy strategies, behaviour management support and implementation of Positive Behaviour for Learning processes. At internal based learning sessions Staff also participated in training in the access and use of data to analyse student needs to adjust learning and improve student progress. Professional learning in 2018 was specifically around analysis of data in SCOUT and NAPLAN and in review and practice of the application of Fantastic Five, Super Six, Mechanics of writing and TEEC.

Maintenance of DEC Mandatory Policies and Procedures

Complies with DEC Mandatory Training. Profession learning occurs face to face and online in the following areas – Code of Conduct, CPR, Child Protection, Anaphylaxis and E – Emergency Care training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	594,937
Revenue	8,121,155
Appropriation	7,799,279
Sale of Goods and Services	61,752
Grants and Contributions	253,148
Gain and Loss	0
Other Revenue	100
Investment Income	6,876
Expenses	-7,994,361
Recurrent Expenses	-7,994,361
Employee Related	-7,303,524
Operating Expenses	-690,838
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	126,793
Balance Carried Forward	721,730

Within the rollover figure there are expenses and grants of \$80000 that related to 2018 budget which were not paid until the 2019 financial year or were provided to be utilised across a 2 year period. There is also \$70000 held in trust for the local Directors of Education, \$60000 for the purchase of a bus, additional funding of \$50000 to go toward the replacement of the Hall roof and funding for an electronic sign valued at \$20000 that was planned for and committed but was delayed in the DA process. Funding of \$120000 was also saved to allow for the additional allocations for executive staff to lead educational improvement programs in 2019. This will be the model moving forward and will be budgeted for in each financial year. This represents a total of \$380000 in the rollover figure. In 2018 the Financial Management of the budget was the responsibility of the Office Manager and the Principal due to the new Financial System being implemented and training still being undertaken to gain an understanding of the process. The Financial Management Team is being re-established in 2019 to share this understanding and to provide stronger governance and accountability.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,527,085
Base Per Capita	128,958
Base Location	0
Other Base	6,398,127
Equity Total	494,011
Equity Aboriginal	59,220
Equity Socio economic	263,431
Equity Language	7,514
Equity Disability	163,845
Targeted Total	283,884
Other Total	107,094
Grand Total	7,412,073

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.

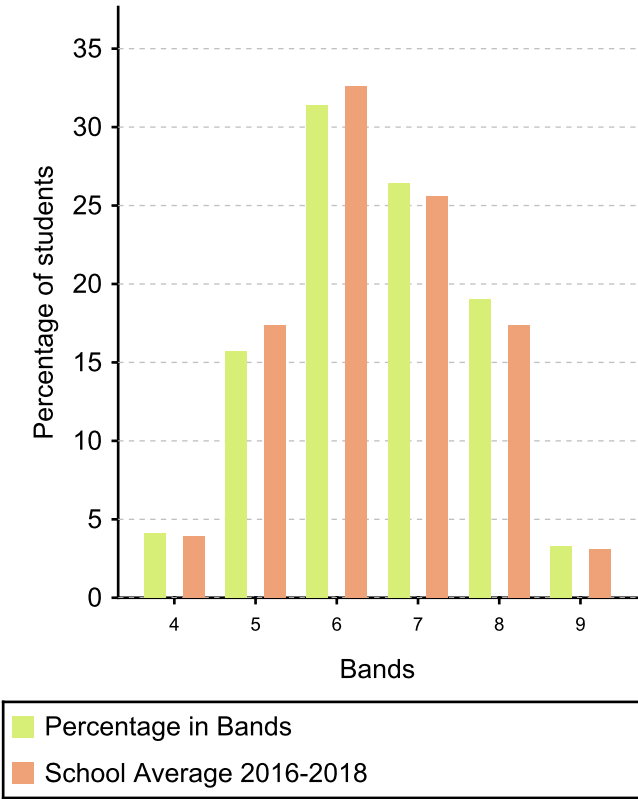
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

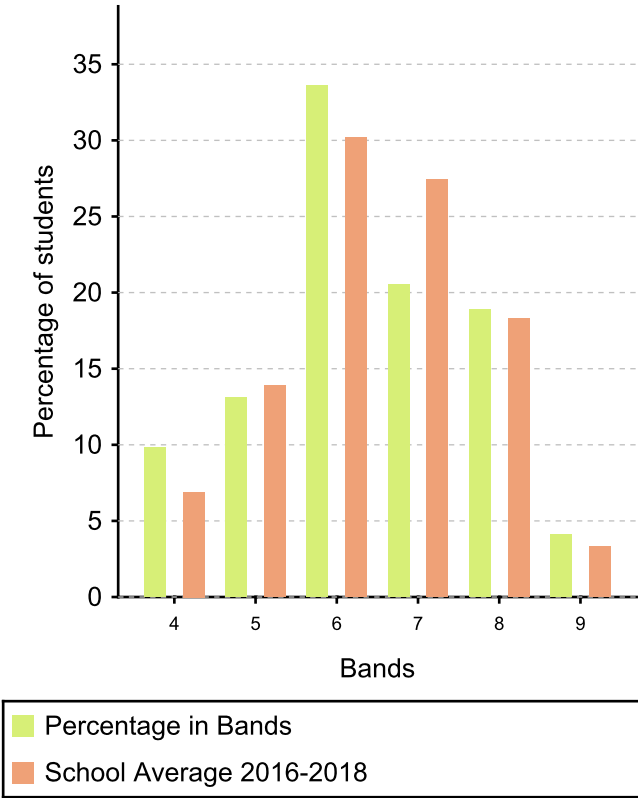
The pattern of performance of students in year 7 has shown an increase in the number of students in Band 9 in spelling and grammar and punctuation and an

increase in Band 8's in writing. In year 9 NAPLAN results there has been a significant shift in students from the lower bands 5 and 6 to the higher bands of 7, 8 and 9 in Grammar and Punctuation and Reading. The movement hasn't translated to an increase in Band 10 in either of these areas. In Writing there has been a significant shift from band 5 to the higher levels including band 10 which is a result of the writing interventions mentioned within this report. There is a small but significant percentage of students who are functioning well below stage level in writing and this has been addressed with the introduction of assistive technology for these students to have an opportunity to show what they know through alternative methods. In spelling, although there has been an increase in band 10s, there is a disproportionate number of students who have achieved Band 5 which will require continued emphasis on additional strategies introduced in 2018/19. The percentage of students at or above expected growth in all areas is outstanding. From year 7, 2016 to year 9, 2018 there was no increase in students who achieved at or above expected growth in Grammar & Punctuation, a 13% increase in spelling and a 25% increase in reading. The year 9 boys performed particularly well in reading and writing which moved them to similar results as the girls. The boys improved in grammar and punctuation and are moving toward the average for the girls in this area. The boys did not perform as well as the girls in spelling. An analysis of our reading results, although positive, have shown that inferential responses in comprehension are still an area for development and targeted intervention is required.

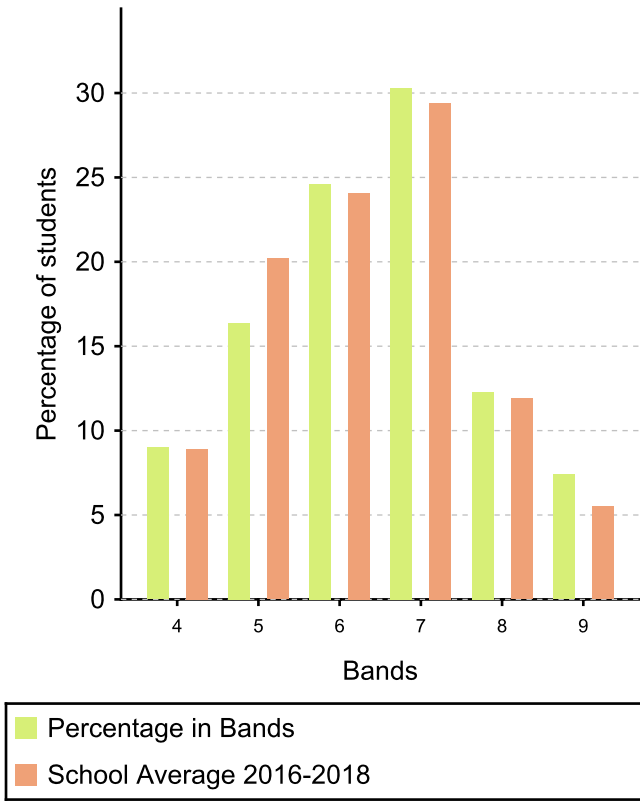
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Spelling

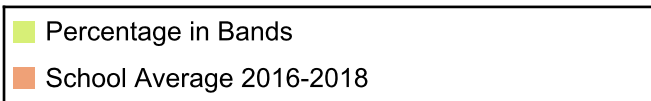
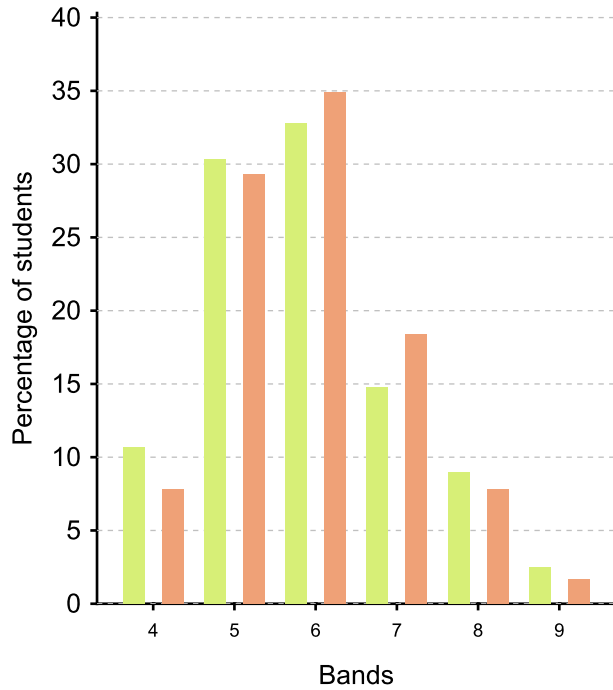


Percentage in bands:
Year 7 Grammar & Punctuation

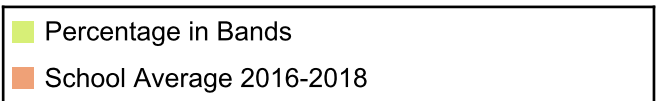
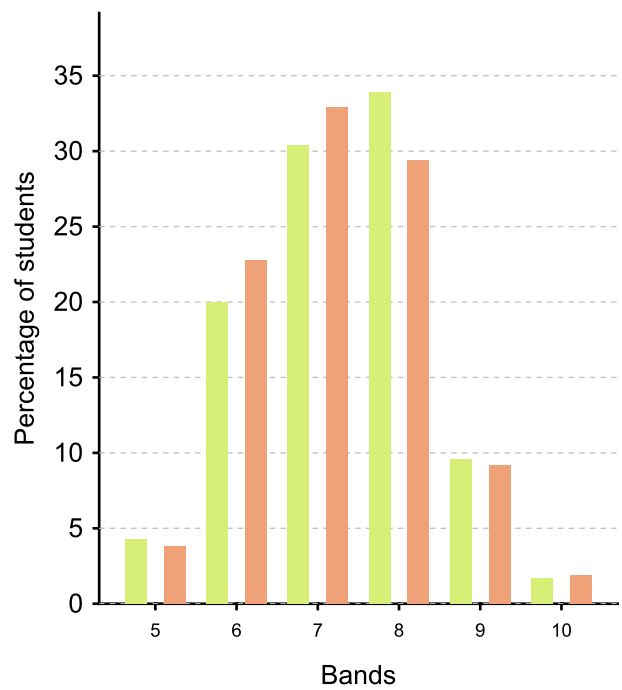


Percentage in Bands
School Average 2016-2018

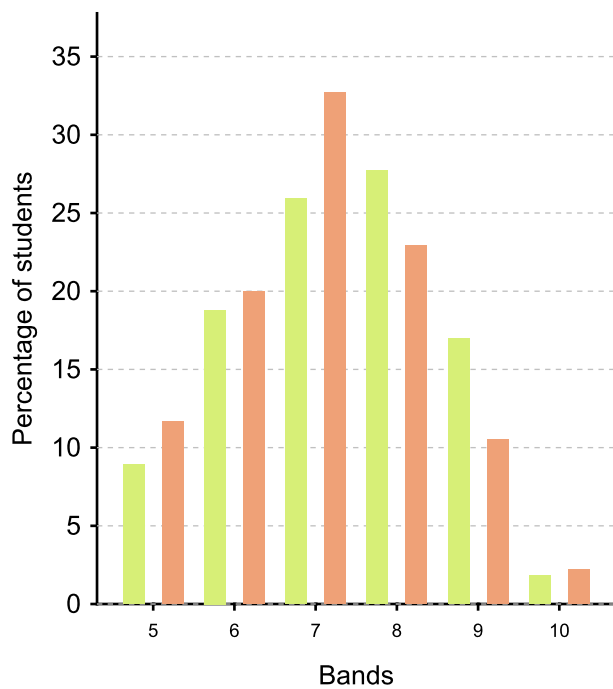
Percentage in bands:
Year 7 Writing



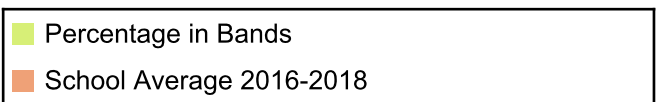
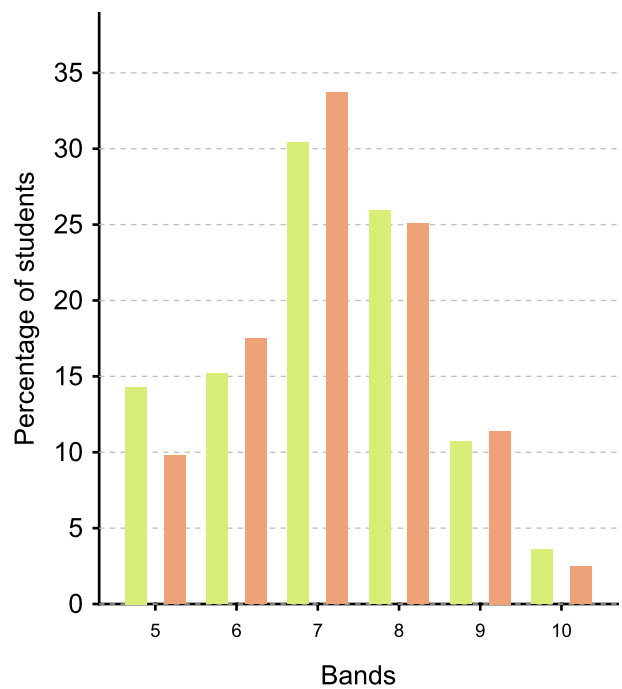
Percentage in bands:
Year 9 Reading



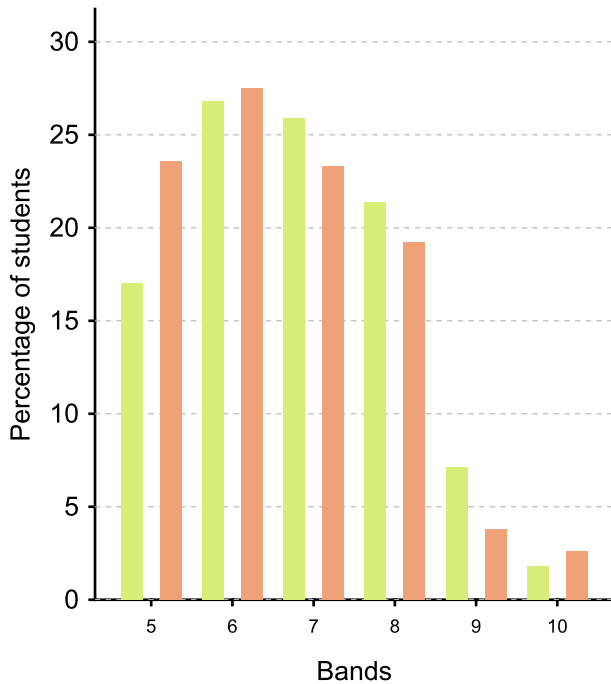
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



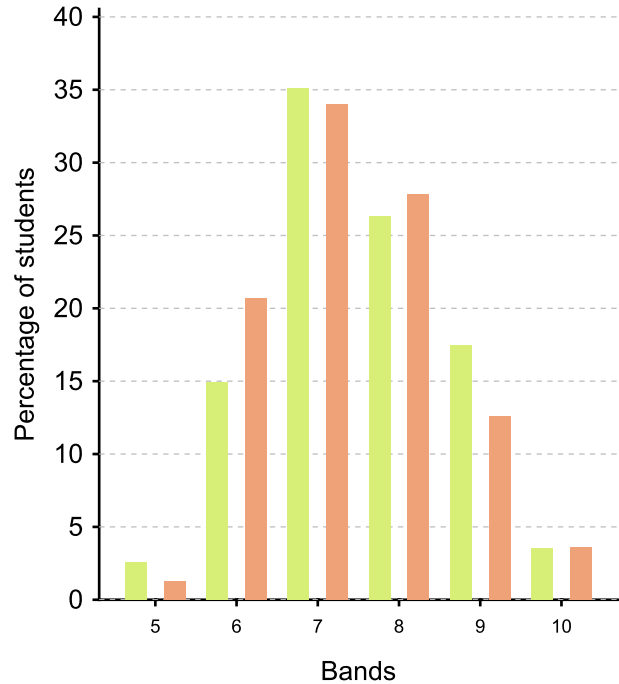
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

The Year 7 NAPLAN results indicate an upwards shift from band 6 through to band 9. The percentage of students in band 4 remained stable. In year 9 there has been a significant positive movement from band 6 through to band 9, again as with literacy not translating to band 10. These results have been reflected in the outstanding 73% of students who achieved at or greater than expected growth..

Percentage in bands:
Year 9 Numeracy



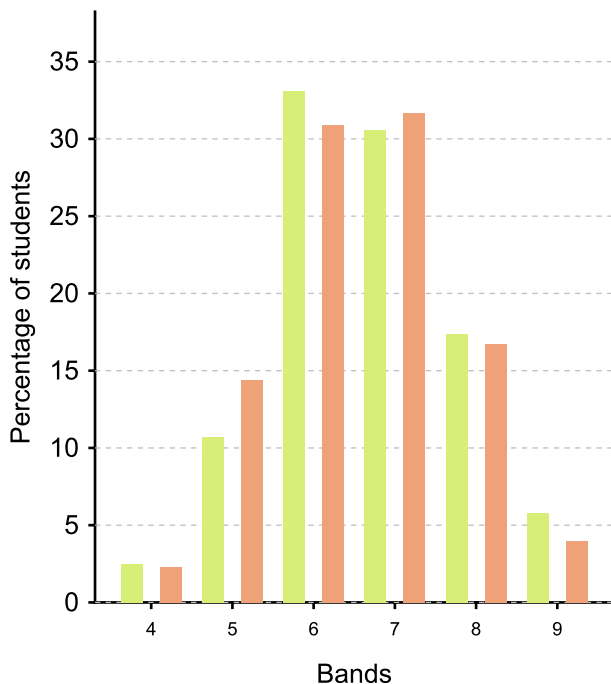
Percentage in Bands
School Average 2016-2018

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.

There are 19.53% of students who achieved in the top two bands of NAPLAN compared to 17.35% in 2017. There were 20.16% of boys and 18.81% of girls, an increase from the previous year where 17.29% of boys and 17.41% of girls were in the top two bands.

There were 5.36% of Aboriginal students in the top two bands with boys at 7.14% and girls 3.57%.

Percentage in bands:
Year 7 Numeracy

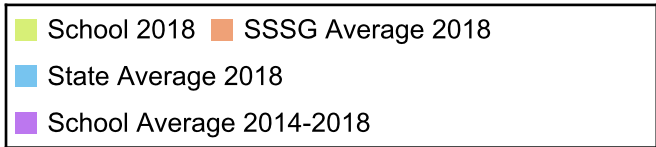
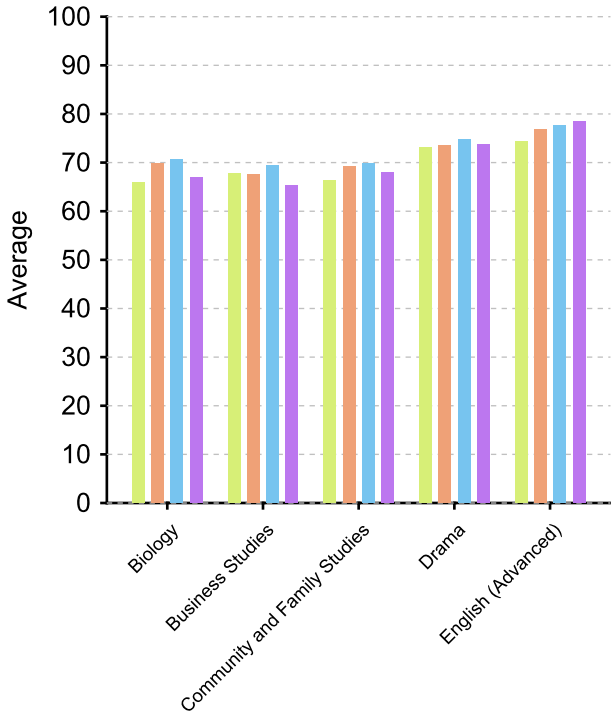
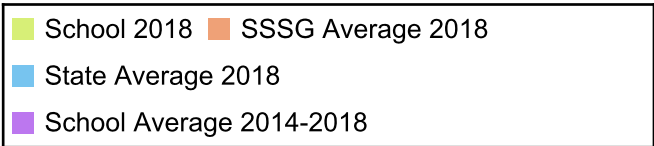
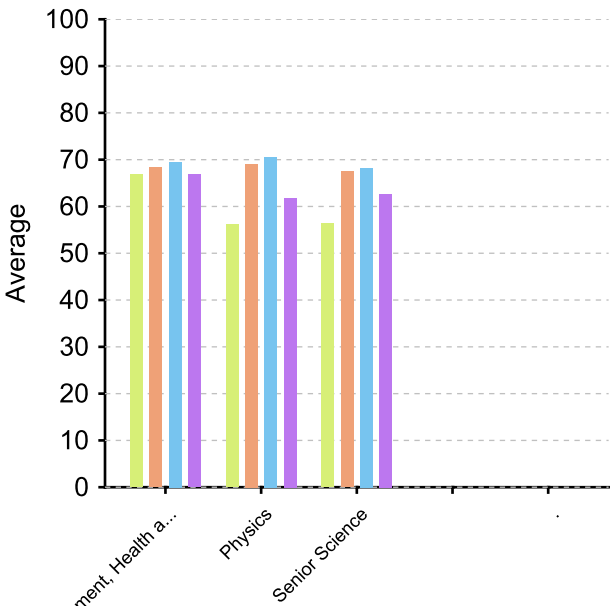
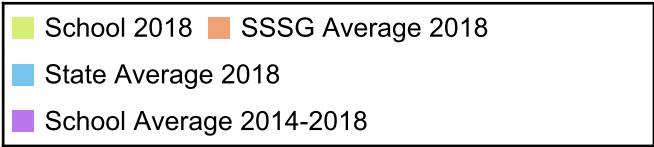
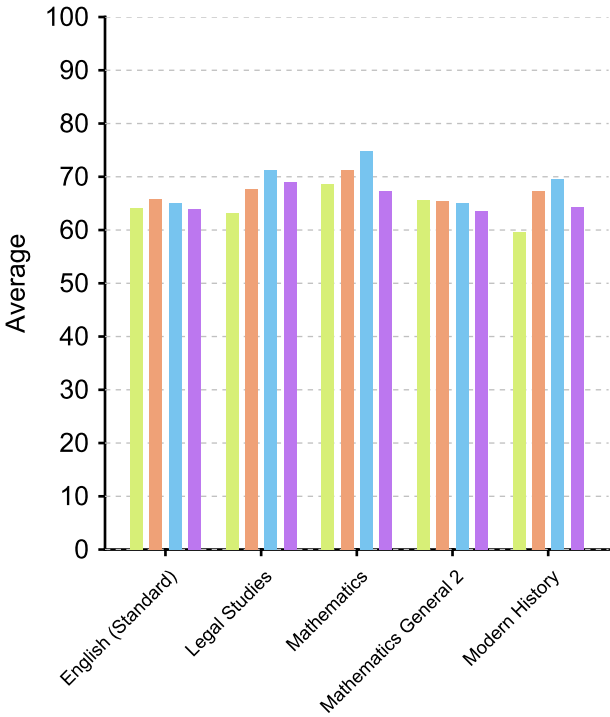


Percentage in Bands
School Average 2016-2018

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 results in 2018 were improved in Mathematics at all levels which may be as a result of mandatory tutorial lessons included before school and at lunch twice per week where students can come to work on class work and be provided additional support. Attendance at these sessions has been very strong in year 11 and lower but consistent in year 12. The feedback from students and parents indicate the tutorials have assisted students in their learning. English Standard results were also improved over recent years. Advanced English results were not as successful as previous years as the cohort had a significant spread in ability with the top student gaining a mark of 89, one mark below a band 6. A number of subjects had their average marks diminished as a result of one or two low performing students who were retained at school due to social advantages rather than academic. Legal studies, Senior Science and Community, Modern History and Family Studies were impacted. On analysis, if these student's results were removed the mean for these subjects are significantly raised. The correlation between the school and exam assessments was high in most subjects and indicated a significant spread in ability in most subjects with the top students achieving higher marks. The top ATAR for 2018 was 89 and this student received early unconditional entry to Arts/ Law at Newcastle University. In addition to this there were four other students who gained early entry to various institutions.



Parent/caregiver, student, teacher satisfaction

Parents/carers were provided with an opportunity to respond to an anonymous survey with 144 parents/carers completing the survey. 9% of respondents identified as Aboriginal. 93% of respondents rated their satisfaction with the school at satisfied, very satisfied or extremely satisfied. 69% rated the school in the top two categories. 60% felt they were partners with the school in their children's education with 15% feeling a strong partnership. 72% of respondents understood the Positive Behaviour for Learning approach that underpins wellbeing and good discipline within the school.

Teacher satisfaction – Staff participated in an anonymous survey. There were 38 respondents from 52 staff. Of those who responded 79% indicated at the highest level that they would want to remain at Swansea High if they had a choice and a further 13% at the second highest level. Only 1 staff member rated this at the lowest level. 90 – 95% of teachers felt they were supported or very supported in their ability to improve in their practice by the senior executive and 92% felt supported in their faculties to achieve improvement in practice. Of the respondents 87% felt they had gained sufficient professional learning to implement evidence based strategies to improve the learning environment and 87% in literacy and numeracy.

Student Satisfaction – Students in 2018 participated in 2 surveys – one as a validation process for learning and the other to have input into the positive reward review. Information gained from these surveys indicated that students are feeling that the teachers are providing clear direction in lessons and assessment tasks and providing feedback. The indicators of student satisfaction are reflected in the Positive Behaviour for Learning data which is collected weekly and during 2018 an average of 93% of students were within the green zone which requires a student to have one or less referrals for the term.

Policy requirements

Aboriginal education

Aboriginal Education continues to be a strong focus within Swansea High with 11% of students identifying as Aboriginal. Through the continuing appointment of an Aboriginal Coordinator and employment of Aboriginal Education Workers throughout 2018 and prior we have been able to develop strong cultural programs. The inclusion of Sista Speak and Bro Speak, cultural site visits both locally and further afield to significant sites in the Hunter Valley and Central Coast and celebrations of Aboriginal culture including NAIDOC Week have enhanced the students' engagement with dance, didgeridoo building and playing, Aboriginal history, bush tucker and medicine knowledge, skills and language. This has assisted in developing a strong and deadly Aboriginal presence within the school. There has been an increase in students identifying as Aboriginal as the programs

continue to grow and are increasingly valued by the students and staff. Staff have sought assistance to increase Aboriginal perspectives in their classroom practice and this is being expanded into 2019. Students also gain in-class and additional support for their learning. Additional computers have been installed in the Koori Room to assist in the support that can be provided. This has resulted in increased engagement in learning by the students which is correlated with an increase in cultural power. Identified students continued the school's participation in the iBelieve program. Students have also run programs and acted as mentors for younger students at the partner schools in the Galgabba Community of Schools and also the local preschools. Our students led Aboriginal cultural lessons at the local preschools with outstanding feedback. During 2018 the students continued to be immersed in culture. The boys have made traditional garments including their own kangaroo skin cloaks with their life journey burnt into the hide as well as tools and weapons. They have also continued their construction of didgeridoos and are continuing to learn to play. The girls have made grass skirts, dance costumes and tools as well as learning traditional songs. All students have continued to strengthen their Awabakal language skills. The enthusiasm for, and commitment to, the programs is obvious when visiting the Koori Room. The art work and murals depicting dreamtime stories and Aboriginal celebrations have continued to grow inside the room and around the school, again emphasising the value place on Aboriginal culture. The students continue to affirm their commitment each year to the Walk a Mile Koori Style supporting the Say No to Domestic Violence Program.

Multicultural and anti-racism education

Of the student population 3% are from language backgrounds other than English. As a result, our multi-cultural and anti-racism education takes the form of anti harassment and anti bullying programs aimed at tolerance, accepting dissenting perspectives and peaceful conflict resolution. The anti-bullying program is undertaken by all members of the school community and in 2018 focussed on acceptance of difference and supporting others who are the victims of harassment and bullying. Mediation is an ongoing process, including peer mediation where students learn the skills to navigate conflict in a peaceful and assertive manner ensuring all voices and views are heard and considered. The positive Behaviour for Learning interventions have a first tier intervention by students which provides a powerful medium for students to set the agenda for pro-social behaviours. An anti-racism Officer has been elected within the school to support programs as well as intervening and supporting in specific issues when required.