

South Grafton High School

Annual Report



2018



8406

Introduction

The Annual Report for 2018 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 towards providing 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

At South Grafton High School we are proud of our traditions and community connections. We provide an inclusive, responsive and supportive environment that encourages each individual to develop to their full potential. Our students are nurtured, guided, inspired and challenged through activities that foster creativity, individuality and leadership. Students are also challenged and engaged through authentic learning opportunities with high expectations that promote academic rigour and inspire them to develop confidence and resilience, becoming independent life long learners.

SGHS aims to support the wellbeing of all students, through its Positive Behaviour for Learning (PBL) Values of Being Respectful, Taking Responsibility, Staying Safe and Personal Best. The success of our students is regularly celebrated with our community at presentation assemblies, year level meetings and in-class awards.

The key messages for our community during 2018–2020 are that SGHS values academic success and promotes outstanding learning opportunities for all students and that we provide a safe, nurturing and inclusive learning environment across our community of schools. We are at the heart of our community, helping our children create their own future by nurturing their passions, skills and interests and engaging with outstanding and committed teachers who inspire success.

School context

South Grafton High School is a rural, comprehensive, coeducational high school where 24% of our students identify as Aboriginal or Torres Strait Islander. We aim to develop students who are successful confident learners, creative individuals and active, informed citizens. This is achieved through sustained, continuous improvement and development of leadership potential, whilst embedding our core PBL values. SGHS is also part of the Grafton Community of Schools, which allows the community to cater for student needs through a collaborative decision-making process. The school seeks to be firmly grounded in our local community with strong links to universities, TAFE, local business and volunteer organisations. Our school provides learning environments that cater for individual student learning needs, as well as opportunities that allow all students to develop to their full potential. We have two MC classes, an ED class and a BD–Tutorial class. Grafton is ideally situated on the Clarence River in the heart of the Clarence Valley and within easy driving distance of Coffs Harbour, Yamba and Maclean.

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 learning, South Grafton High School is sustaining and growing. In relation to the learning culture in 2018, the school continued to refine its positive behaviour for learning (PBL) processes and was successful in achieving Tier 1 status. The Tell Them From Me (TTFM) student survey results indicated that important concepts are taught well, class time is used effectively, and homework and evaluations support class objectives.

In wellbeing the school used staff who had been trained in Youth Mental Health First Aid to train Year 11 students in Teen Mental Health First Aid. The positivity index was refined and we continue to work towards the 4:1 positive to negative referral target. The major PBL rewards excursion sent a bus load of students to the NRL State of Origin game in Sydney. 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 Wear It Purple Day.

Around curriculum and learning, a platinum class operated in Year 7 and Self-Select Classes in Years 7–10. A small group of Year 10 students were part of our foundation skills for work class which worked towards completing a Certificate II in Work Readiness and undertook work experience with a range of local businesses. Year 10 attended careers days

and Years 11 and 12 had visits from many of the universities. Some students participated in the Stellar and Headstart programs, run by The University of Southern Cross. These programs introduced our students to the offerings of university. The Clarence Science Initiative (CSI) continues to be offered to Years 5 and 6 students across the Clarence Valley and engages them in the fascinating area of science.

In assessment and reporting, our school continued to refine the layout of our Sentral Academic reports. We report to parents each term, either through a parent-teacher night or through a formal written report. South Grafton High School is working towards producing an assessment booklet for year levels that will be published on the parent portal along with the assessment tasks.

In the area of student performance measures, our school is delivering. In Years 7–9 growth is measured via NAPLAN and in Years 9–12 it is measured via NAPLAN and the HSC data in Scout. Our student's academic performance is hampered by high truancy rates, poor literacy skills and a lack of confidence in their ability to achieve.

Teaching

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

In effective classroom practice, almost all staff volunteered to be part of the instructional rounds process which followed on from the Teacher Talk professional learning that took place in 2017. This has proven to be a valuable learning process and is beginning to break down some of the silos which exist amongst staff and faculties.

Around the use of data and the ability to analyse it, staff feel that SGHS is still at the delivering stage. The executive annually analyse HSC RAP data with their faculties and other executive to identify areas for improvement and develop programs. Ongoing support is needed to improve confidence in using data to drive decision making and reflect on the success of existing programs.

In the area of learning and development, staff have undergone training in Sentral, Instructional Rounds, subject specific network meetings around program development for new syllabi, and in whole school programming for literacy.

Leading

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

Student leadership opportunities were offered through the Student Representative Council (SRC), the Rural Fire Service cadet program, 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, in 2018 a new Principal was appointed and a new Deputy Principal commenced their new substantive roles. The second Deputy position was filled by a substantive classroom teacher and the Head Teacher Mathematics position was filled through merit selection. Several classroom teachers gained experience in Head Teacher roles and as Year Advisors or leaders of whole school teams. The school also employed one targeted Aboriginal Student Learning Support Officer (SLSO) who works to support the Aboriginal 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, milestoneing and collecting evidence via School Planning and Reporting Online. These teams are literacy and numeracy, PBL, Aboriginal education committee, careers and transition, welfare, finance, promotions, learning support team, curriculum and work health and safety. In 2017, SGHS partnered with the Department's communications and engagement team who assisted in the development of a whole school communications and engagement plan. This plan continues to inform our community engagement focus in strategic direction two of the school plan 2018–2020.

In management practices and processes, SGHS 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 and filled through an expression of interest (EOI) process 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

High Performing Teachers, Collaborative, Lifelong Learners

Purpose

To provide opportunities for staff to develop the skills and knowledge required to use evidence-based, best practice pedagogical approaches in delivering quality teaching and learning across the school. Our teachers will be confident, collaborative educators who are able to expertly cater for the needs of all students.

Overall summary of progress

Process 1: Draw on research to develop and implement integrated, whole school, professional learning in literacy and numeracy teaching practices.

Over the course of the year, there was a school wide focus on improving the use of subject specific vocabulary in all classes. This involved staff collaborating to develop a whole school PDP goal. A team of teachers then developed and delivered a toolbox of strategies that could use to explicitly teach vocabulary. Over 80% of staff participated in the instructional rounds in Semester 1 where the focus was on observing the vocabulary strategies in action. The executive team also reviewed teaching programs to ensure they reflected the focus for 2018.

Process 2: To develop a whole school approach to two way feedback in the classroom to enable students to succeed and staff to reflect on teaching practice.

Professional learning was delivered at the twilight sessions around learning intentions, success criteria and two way feedback. The lesson observation proforma used during the instructional rounds in Semester 2 was updated to reflect the additional focus areas of learning intentions, success criteria and two way feed back. Again over 80% of staff participated in the instructional rounds and there was strong evidence that they were using learning intentions and success criteria. However, the use of two way feedback was less evident.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Premiers Priorities – Increase the percentage of Year 9 students in the top two bands by 8% by 2020. (reading 12% to 20%, writing 4% to 12%, spelling 9% to 17%, grammar and punctuation 3% to 11% and numeracy 6% to 14%).	<ul style="list-style-type: none">• Release time for staff involved in developing the toolbox of vocabulary strategies.• Twilight Staff Development time used extensively to cover subject specific vocabulary.• Faculty time used to embed vocabulary strategies into teaching programs.	<ul style="list-style-type: none">• Whole school PDP goal developed.• Toolbox of teaching strategies for subject specific vocabulary developed and shared.• Evidence of vocabulary strategies in teaching programs.
Tell Them From Me results; effective learning time matches or is greater than the government norm. In 2017 the norm was 6.3 and SGHS 6.2; Relevance in the classroom – will match or be greater than the norm. In 2017 norm 5.8 and SGHS 5.5; In the area of rigour – SGHS maintains or improves the mean. In 2017 the norm was 5.8 and SGHS was 5.9; Positive teacher/student relations – matches or is greater than the norm. In 2017 the norm was 5.6, SGHS was 5.5.	<ul style="list-style-type: none">• Twilight Staff Development time used extensively to cover learning intentions, success criteria and two way feedback.• Specific use of class time used to complete the TTFM survey in an effort to get more reliable data.	<ul style="list-style-type: none">• More that 80% of staff engaged in instructional rounds.• Some evidence of vocabulary strategies in action in Semester 1.• Strong evidence of learning intentions and success criteria being used each lesson.

Next Steps

Process 1: Draw on research to develop and implement integrated, whole school, professional learning in literacy and numeracy teaching practices.

Analysis of our Sentral Wellbeing data indicates there is a strong correlation between students in the Red Zone (more than 6 negative entries in a term) and a reading age well below their chronological age. In 2019, two periods per cycle will be allocated in Year 7 to support students to improve their reading. This is in addition to the existing support provided through MultiLit and the Learning and Support team.

Although there has been some improvement in grammar, punctuation and spelling, our students' writing skills remain an area of considerable concern. Their fine motor skills and the muscle tone in their hands do not appear to be sufficient to allow them to write for an extended period of time. Thus, even with a sufficiently broad vocabulary, many students would not be able to produce an extended piece of writing. Our next steps in relation to this is to conduct our own research to establish a baseline for our students and then to investigate strategies we can use to improve their fine motor skills and muscle tone.

Improvement in numeracy is focusing on recalling number facts quickly and accurately. Djhuti Smart has been used at SGHS for many years both as an integrated model and as a withdrawal model. In 2019 and beyond, it will be embedded into all Mathematics lessons as a 10 to 15 session. Extra SLSO time will be needed to facilitate this.

Process 2: To develop a whole school approach to two way feedback in the classroom to enable students to succeed and staff to reflect on teaching practice.

The work commenced this year around learning intentions and success criteria needs to continue in 2019. Staff need to become fluent using this language in their classrooms and students need to have a clearer understanding of the expectations that go with every lesson. Whilst there is some anecdotal evidence of this, there needs to be a more consistent approach which results in a reduction of negative Sentral entries relating to disengagement.

Feedback from teachers to students seems to be occurring in writing, after a task has been submitted and whilst it is useful to know the reasons why a piece of work resulted in a particular grade or score, it is not helping students to develop a growth mindset, nor is the feedback two way. Giving and receiving high quality feedback will be a focus area in 2019.

Strategic Direction 2

Powerful Partnerships for Learning

Purpose

Building powerful partnerships for shared learning through professional learning communities within and across schools, parents and the wider community.

Overall summary of progress

Process 1: The school communications and PBL teams, alongside the wider community, will work with the school's communications and engagement team to develop the plan around enhancing student voice and community engagement.

The main focus in 2018 was to reengage students, staff and the wider community with our PBL values. This included updating the PBL lessons delivered to students, introducing a Semester 1 PBL rewards excursion to the State of Origin, hosting a Semester 1 Academic Awards Assembly and regularly posting on our Facebook page images of students (in uniform) living our values. In order to support students to be in full school uniform a half price sale was held, financial assistance was offered and there was a buy back scheme where parents could bring in uniforms which had been outgrown and replace them with new items. The SRC in conjunction with the PandC also undertook a revision of our current school uniform. The resulting changes have been well received by students, parents and the community alike.

Process 2: Through collaboration, shared knowledge and professional learning teams the school community will drive student improvement through the development of a growth mindset.

The development of a growth mindset at SGHS requires a change in the school culture and is a long term goal. We have begun the journey by focusing on things that our students already do well. We supported the Aboriginal and the Combined Dance groups to attend the Schools Spectacular in Sydney, our students participated in many CHS competitions and we held an Aboriginal Art Exhibition. Over the course of the year many local agencies and organisations took the opportunity to speak to students. Headspace ran a series of mental health workshops and Abcare organised a visit from Andrew Johns who spoke to students about his struggles with mental health issues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual focus groups with CoS, staff and parents indicate an increased positive impression of the school and what it offers.	<ul style="list-style-type: none">• Student assistance made available for the purchase of uniforms.• The school subsidised the transport to State of Origin and Coffs Harbour for the PBL rewards days.	<ul style="list-style-type: none">• Production of a high quality newsletter every week that is web based allowing easy access for our community.• Three Facebook posts per week showing students engaged in learning and in uniform.• High level of engagement with PBL initiatives. Bus load of students went to State of Origin and two bus loads of students went to Stage 4 and 5 rewards days. <ul style="list-style-type: none">• Reduction in the number of negative incidents recorded in Sentral each term.• Reduction in the number of days lost to suspension over the course of the year.
There is evidence of improved partnerships around the teaching of leadership, STEAM, literacy and numeracy via annual milestone evaluation.	<ul style="list-style-type: none">• Time allocated at executive meetings to investigate a new structure of the day and revise elective choices.	<ul style="list-style-type: none">• Review of current elective structure with the idea to provide more choice for students.• Review of the structure of the day with the aim to make the day calmer.
Tell Them From Me survey results around student expectations for success match or are greater than the norm. In 2017 the norm was 7 and SGHS 6.3.	<ul style="list-style-type: none">• Class time allocated to all year levels so that they could complete the TTFM survey.• Head Teacher – Teaching and Learning employed to follow up on attendance and especially truancy.	<ul style="list-style-type: none">• Reduction in fractional truancy achieved with the help of senior executive.• Revised Year 12 Student Assessment Booklet to include a page showing all of their assessment at a glance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
People Matters Survey, Key Drivers of Engagement; my organisation is making the necessary improvements to meet our future challenges improves from 53% agreement in 2017 to 70% agreement by 2020.	<ul style="list-style-type: none">• Staff meeting time allocated to completing the annual People Matters survey.	<ul style="list-style-type: none">• More staff completed the People Matters Survey giving us a better cross-section of responses.

Next Steps

Process 1: The school communications and PBL teams, alongside the wider community, will work with the school's communications and engagement team to develop the plan around enhancing student voice and community engagement.

In the next 12 months the school's focus will be on providing opportunities for the community to engage positively with staff and students. We plan to have a monthly coffee shop, assemblies to celebrate our students' success as well as the usual information sessions. There is more work to be done in relation to enhancing student voice and after 10 years, it is time for the school to reassess our PBL core values. This will provide a platform for students and the wider community to voice their opinions.

Process 2: Through collaboration, shared knowledge and professional learning teams the school community will drive student improvement through the development of a growth mindset.

The key to improving student outcomes at SGHS lies with the quality of the relationships that teachers develop with their students. These relationships are grounded in the values of PBL and need to be genuine, high expectations relationships that support all students to grow their learning. In 2019 the school will focus on making sure every student is known, valued and cared for, helping every student complete every task and seeking out evidence that shows every student is achieving a year's worth of growth in learning from a year's worth of teaching.

Strategic Direction 3

Organisational Effectiveness for Learning

Purpose

The effective and streamlined implementation of financial, information, organisational and management systems underpinning learning. Through capacity building and development of leadership skills at all levels, we will ensure that human, financial and physical resources are utilised in the most efficient manner to promote effective learning for students and staff.

Overall summary of progress

Process 1: SASS staff to attend training days and PL to develop skills to deliver quality services to both staff and community members.

Over the course of 2018, the SASS staff have had access to the executive minutes and these are discussed at their fortnightly meetings. This has given them a deeper understanding of specific programs being delivered throughout the school. There has also been a focus on succession planning and we are working towards all SASS roles having at least two staff members who can fulfil them. In some cases this will require additional professional learning.

Process 2: Teaching staff to continue in the use of information, organisational and management systems and to engage in TPL that will build the capacity to enhance knowledge of systems.

Teaching staff are familiar with and are effectively using many of the modules in Sentral. This includes PxP to mark rolls, wellbeing for notifications and awards, markbook and academic reports.

Process 3: 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.

Parents, carers and students regularly use Sentral to book parent-teacher interviews and to access information such as timetables, reports and tallies of wellbeing entries. In addition to this some faculties publish class marks and post assignments.

Process 4: Students understand how to use the Student Portal/Skoolbag to access current and accurate information around marks, reporting and assessment.

All current students are familiar with the student Portal in Sentral and are able to access the information they require on a daily basis. Training for new students and Year 7 is ongoing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are increasingly using the Parent Portal to publish homework and assessment. (27% of staff publishing homework/assessment in 2017 to increase to 100% by 2020).	<ul style="list-style-type: none">• Faculty time spent uploading assignments to the portal.• Twilight sessions relating to the effective and efficient use of the DoE G-suite.	<ul style="list-style-type: none">• Staff continue to use the Parent Portal to publish work for students.• Many more staff are using google classrooms.• Development and publication of stage 5 and 6 assessment schedules.• Creation of an assessment calendar which will be added to the Sentral dashboard for parents and students to see.
A higher % of parents completing the Tell Them From Me survey (2% 2017. 2018 – 2020 5% increase each year) whilst maintaining or improving parent participation (12% as measure through parent teacher night attendance 2017) at school.	<ul style="list-style-type: none">• TSO to assist parents with access to the parent portal through Sentral.	<ul style="list-style-type: none">• Significant increase in the number of parents attending parent teacher evenings.
Measure the effectiveness of CoS programs, as measured by high impact reflection survey	<ul style="list-style-type: none">• Resources allocated to funding years 4, 5 and 6 transition days.	<ul style="list-style-type: none">• Feedback from transition days was very positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
results, to improve cross school collaboration and continuity Stages 3 to 4.	<ul style="list-style-type: none">• Cover provided for year advisors to visit feeder primary schools.	<ul style="list-style-type: none">• Feedback from transition days was very positive.

Next Steps

Process 1: SASS staff to attend training days and PL to develop skills to deliver quality services to both staff and community members.

In 2019, SASS will continue to meet fortnightly and have a representative at the executive meeting, take notes for the learning support meeting and attend the staff meeting. They will have the opportunity to undertake relevant PL and will be encouraged to learn more than one area in the school. This is an essential part of our succession planning.

Process 2: Teaching staff to continue in the use of information, organisational and management systems and to engage in TPL that will build the capacity to enhance knowledge of systems.

The main organisational and management system at SGHS is Sentral and teachers are generally proficient at using most of the modules. The Markbook and Academic Reporting modules will only require refresher training for some staff. However, other modules are currently being underutilised. This is particularly true of the Activities module and the Student Plans and Profiles module .

Process 3: 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.

This is an ongoing commitment from the school to our community. We have processes and procedures in place that have successfully kept everyone informed of events and variations in a timely manner . The school newsletter and Facebook page are accessed regularly and contain relevant, accurate information. In 2019, we will aim to have three posts per week that showcase our students engaged in learning and wearing full school uniform. We will continue our "no uniform no photo/excursion" policy and continue to provide uniforms to students who do not have them.

Process 4: Students understand how to use the Student Portal/Skoolbag to access current and accurate information around marks, reporting and assessment.

All students have been issued with logins for the Student Portal in Sentral and also have access to Skoolbag. Any student who is new to the school, is provided with this information and shown how to access the software. This will continue in 2019 and beyond.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staffing of 1.0 AEO – \$67 042</p> <p>Flexible Funding total of \$85 772 spent on:</p> <p>1.0 ASLO at \$61 200</p> <p>topping up 0.2 of CDEP position at \$6 272</p> <p>tutoring by teacher at \$5 822</p> <p>Schools Spectacular \$2 000</p> <p>girls Art program \$1 500</p> <p>boys fishing \$800</p>	<p>The AEO is a critical link between our school and our Aboriginal community. He acts as an advocate for Aboriginal students supporting them both inside and outside the classroom. Flexible funding was spent on a fulltime AEO and topping up the CDEP position in our school. Both of these people directly support students in the classroom. Aboriginal dance is very strong at SGHS and our troupe were again selected to perform at the Schools Spectacular in Sydney. The Aboriginal girl's art program was hugely successful, with the girls producing enough quality art work to host an exhibition. Our boys showcased the improvement in their social skills by going on a fishing trip to Ebor Trout farm.</p>
English language proficiency	<p>Flexible Funding of \$1 705 spent on individual support from SLSOs.</p>	<p>In 2018 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 access to an SLSO as required.</p>
Low level adjustment for disability	<p>Staffing of 2.0 LaST– \$208 226</p> <p>Flexible Funding of \$99 408 spent on:</p> <p>1.5 SLSOs at \$91 800</p> <p>resources for MultiLit \$7608</p>	<p>LaSTs and SLSOs act as advocates for students with additional needs and assist in facilitating support processes for these students. 1.5 SLSOs have been employed using this resource to assist teachers in classes across the KLAs.</p> <p>LaSTs collaborate with classroom teachers to develop strategies that aim to support students with individual education plans. These strategies are recorded against the students in Sentral, as well as in the learning and support folder which is accessible to staff on the SGHS staff intranet. The folder contains detailed information relating to identified disabilities and syndromes, individual student profiles, as well as individual reading assessments.</p> <p>SLSOs assist students to stay on task in class and help them to complete their work. This in turn translates into students making more progress towards achieving outcomes. They also help students at lunch times, during senior study lessons, in Literacy (MultiLit) super groups and by assisting with special provisions during tests and exams.</p> <p>Literacy: Students who need additional support in literacy are identified at SGHS by;</p> <ul style="list-style-type: none"> • Literacy screening tests (Year 7 English classes), teachers, learning and support team, parents and • self-referral. Year 7 students and new enrolments (identified from above) are individually assessed by learning and support teachers (LaSTs).

Low level adjustment for disability	<p>Staffing of 2.0 LaST– \$208 226</p> <p>Flexible Funding of \$99 408 spent on:</p> <p>1.5 SLSOs at \$91 800</p> <p>resources for MultiLit \$7608</p>	<p>Numeracy: In 2018 Djehuti Smart used an in class program that was supported by a trained SLSO to improve Year 7 & 8 students' outcomes in mathematics, by increasing automaticity in basic numeracy operations.</p>
Socio–economic background	<p>Staffing of 1.0 DP – \$159 272</p> <p>Staffing of 2.8 Teachers – \$291 516</p> <p>Flexible Funding of \$287 095 spent on:</p> <p>2.5 SLSOs at a total of \$153 000</p> <p>HT–Teaching and Learning at \$33 100</p> <p>0.2 Clarence Science Initiative (CSI) Teacher at \$20 800</p> <p>1.0 Operational Paraprofessional at \$68 600</p> <p>0.8 School Administrative Officer at \$47 000</p> <p>TPL for DP and Principal conferences at \$5 000</p>	<p>Considering our socio–economic context, it would be impossible to run this school without two Deputy Principals. We recorded 9965 negative entries in Sentral and lost 2376 days to suspension in 2018. Our students are complex.</p> <p>The additional 2.8 in teaching staff enabled us to run senior Physics, Chemistry, Extension 1 and 2 Mathematics classes with small cohorts. This resulted in one student achieving Band 6 (or equivalent) in all of these courses.</p> <p>Flexible Funding component was used to employ 2.5 SLSO's whose main role was to support students in the classroom and to help them to improve their literacy skills.</p> <p>The HT–Teaching and Learning at SGHS is responsible for coordinating the TPL in our school, organising and monitoring the instructional rounds and following up on attendance. Whole day and partial truancy matters are also dealt with under this role. HSLO referrals are frequent as well as interviews relating to long term absences.</p> <p>CSI is partially funded by a grant from the Yugalbar Foundation, parent contributions and our school. It plays a key role in exposing primary school student to authentic science lessons. Most of the students transition to SGHS in year 7.</p> <p>Our operational paraprofessional is responsible for maintaining our IT network. His skills keep us all connected and ensure that our students have the necessary access to ICT. Many families in our community do not have computers at home, nor do they have internet access.</p> <p>The funds allocated to 0.8 SAO have been invaluable in assisting with our succession plan. As staff move towards retirement, we have had to begin training others to fill the void and the extra person has made this possible.</p> <p>Extra money was allocated to top up the</p>
Community Consultation Project	<p>Community grant of \$15 000</p>	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	396	314	285	282
Girls	350	297	257	237

Student numbers have been decreasing over the last five years. This has been due, in part, to the loss of several key employers in the Clarence Region. Moving forward, we anticipate that our numbers will grow as the new goal is being built and the Pacific Highway upgrade moves into our area. Traditionally we have a gender bias towards boys and this is a trend that will continue for some years to come.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.1	92.7	91.1	85.2
8	86	88.2	89.9	88.1
9	81.9	82.2	88.7	85.9
10	80.5	78.4	83.5	82.7
11	84	81.2	81.4	78.6
12	87.4	86	84.5	84.6
All Years	84.5	84.3	86.4	84.3
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

The parents of students absent at the start of the day without explanation are informed by a text message or an 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 displayed prominently around the school that promote attendance and link it to the successful achievement of academic and social outcomes both at school and post school.

SGHS also takes measures to reward good attendance. Students achieving at least 95% attendance in a term are given an attendance certificate and those that achieve at least 98% attendance for the year are rewarded with an invitation for them and their parents to attend the principal's tea party. In 2018, 53 students received invitations.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	18
Employment	1	11	17
TAFE entry	4	17	21
University Entry	0	0	31
Other	14	30	14
Unknown	0	0	0

In 2018, 72 students were candidates for the Higher School Certificate (HSC) with 52 of them successfully achieving the HSC credential and the remaining 20 completing a range of subjects that were credited towards their RoSA. Universities in NSW, QLD, ACT and VIC were the post-school option for 22 of the Year 12 students who applied for undergraduate courses in Nursing, the Arts, Engineering, Medical Sciences, Business, Education and Information Technology. One quarter of the students who gained offers to universities, chose to apply through the early entry programs that were available to them. A number of students who have been accepted into university have chosen to defer their enrolment and 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. There are still 13 students seeking employment.

Year 12 students undertaking vocational or trade training

In 2018, 12 students from the Year 12 cohort were engaged in vocational education training at TAFE. The TAFE courses studied include; Automotive, Aged Care, Beauty Services, Childhood Education.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 50 students from the Year 12 cohort obtained vocational education and training (VET) qualifications. TAFE qualifications were achieved by 12 students and School VET qualifications were achieved by 35 students. The VET courses studied at school include; Information Digital Media and Technology, Hospitality, Metal and Engineering, Construction, and Sports Coaching. The remaining 3 students completed a School Based Traineeship. The courses were in Warehouse Operations and Aged Care.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	34.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.08
Other Positions	1

*Full Time Equivalent

South Grafton High School employs an Aboriginal Education Officer and two Aboriginal SLSOs. This accounts for 7% of the School's workforce.

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 2018, \$64,000 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 the use of

Sentral, Aboriginal language and culture, cyber safety for staff, the school plan and how to teach social skills to students.

In total, 62 teachers, SLSOs and administration staff attended 141 courses, some at no cost, some paid from school TPL funding and some paid by external agencies for specific projects.

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	1,243,388
Revenue	9,004,021
Appropriation	8,706,517
Sale of Goods and Services	28,782
Grants and Contributions	251,965
Gain and Loss	0
Other Revenue	0
Investment Income	16,756
Expenses	-8,816,485
Recurrent Expenses	-8,816,485
Employee Related	-7,889,085
Operating Expenses	-927,401
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	187,535
Balance Carried Forward	1,430,924

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

The surplus funds for 2018 have been committed to the ongoing cost of running the Distance Education (DE) classroom, which included some renovation of the room and the full time employment of an extra SLISO to support the students. Some of the surplus funds will be used in 2019 to employ 0.6 of a teacher to enable to room to operate all day, every day and give the staff some release from face to face time.

The library underwent a significant upgrade which include furniture and technology. In addition to this, the upgrade to the bottom oval is expected to exceeded the

budgeted amount of \$124,000 by approximately \$30,000 and all of the maintenance budget (\$98,000) plus an additional \$100,000 has been committed to completely refurbishing the boys and girls toilets in the main quadrangle.

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	5,917,287
Base Per Capita	108,159
Base Location	4,805
Other Base	5,804,323
Equity Total	1,200,037
Equity Aboriginal	152,814
Equity Socio economic	737,884
Equity Language	1,705
Equity Disability	307,634
Targeted Total	757,867
Other Total	444,467
Grand Total	8,319,658

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

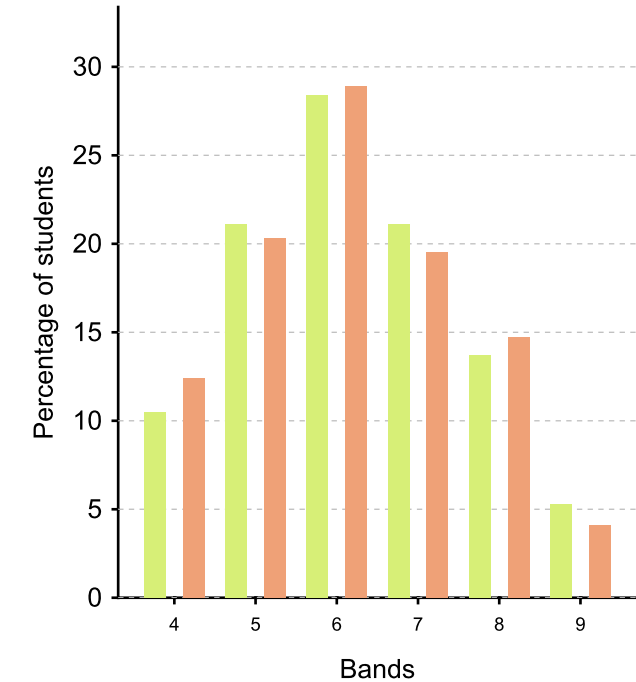
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. In 2018, SGHS continued to opt for the pen and paper version of NAPLAN.

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.

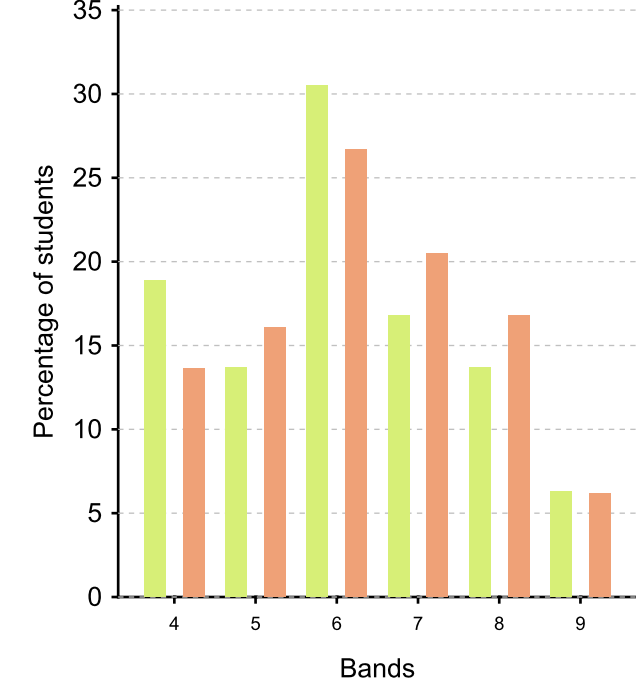
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The percentage of Year 7 students entering SGHS with literacy skills below the minimum standard decreased slightly in 2018. Most students scored at a Band 6 level for Grammar and Punctuation, Reading and Spelling. However, their writing skills are well below the minimum standard with 36% at Band 4 level. Most Year 9 students scored at a Band 7 level for Grammar and Punctuation, but were placed at Band 8 for Reading and Spelling. As with other years, their writing skills are well below the minimum standard with 46% at Band 4 level.

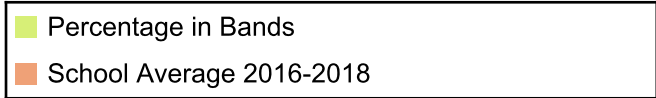
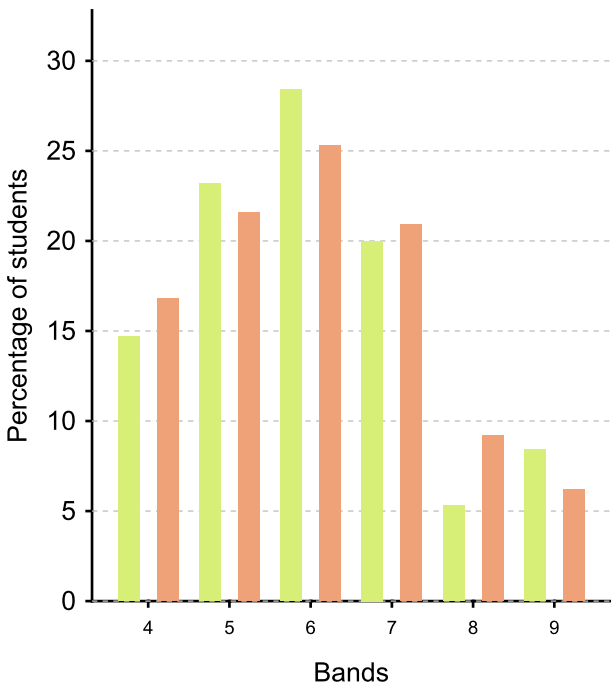
Percentage in bands:
Year 7 Reading



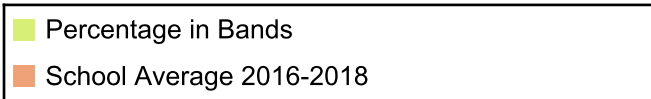
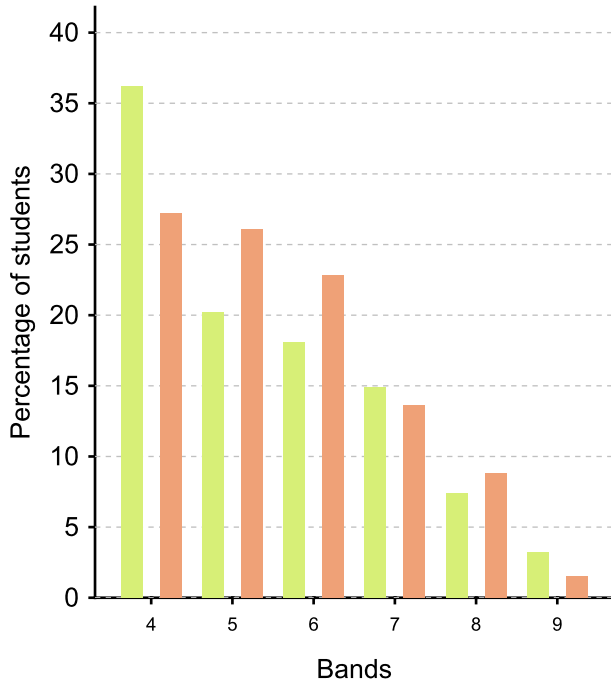
Percentage in bands:
Year 7 Spelling



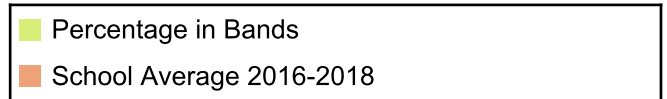
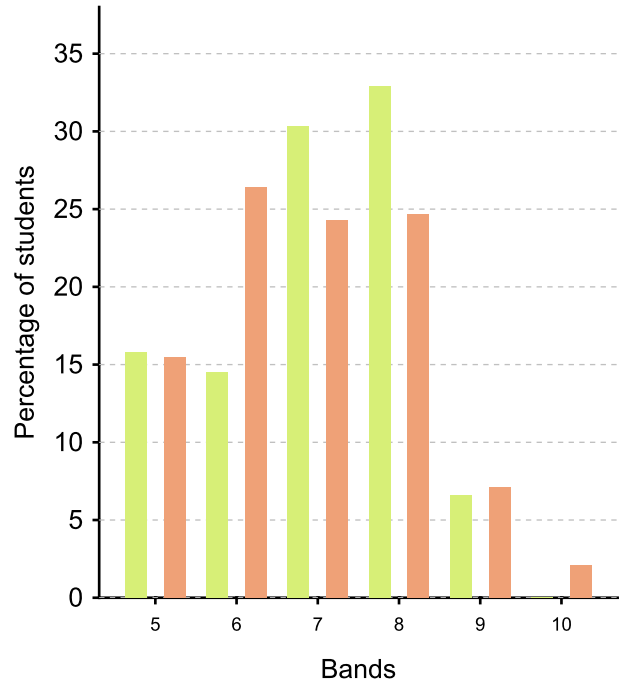
Percentage in bands:
Year 7 Grammar & Punctuation



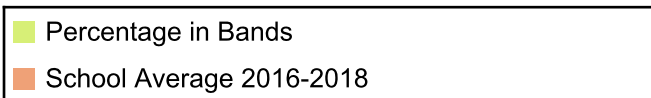
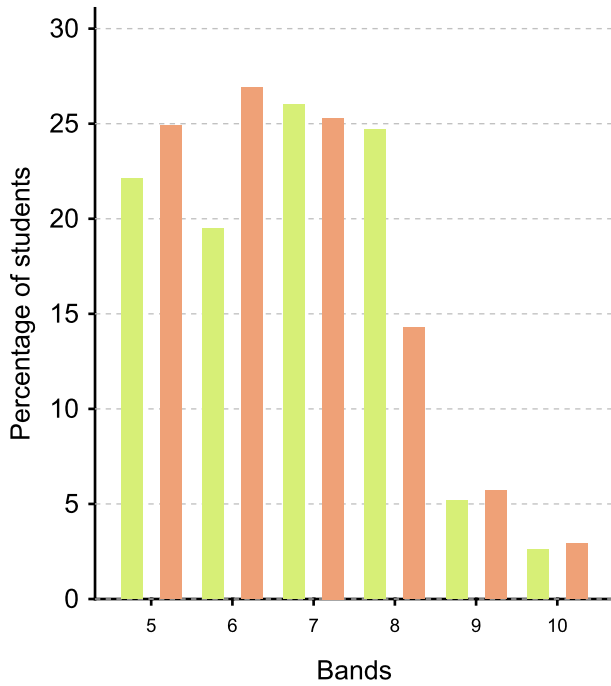
Percentage in bands:
Year 7 Writing



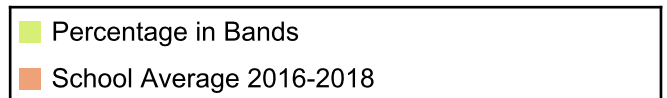
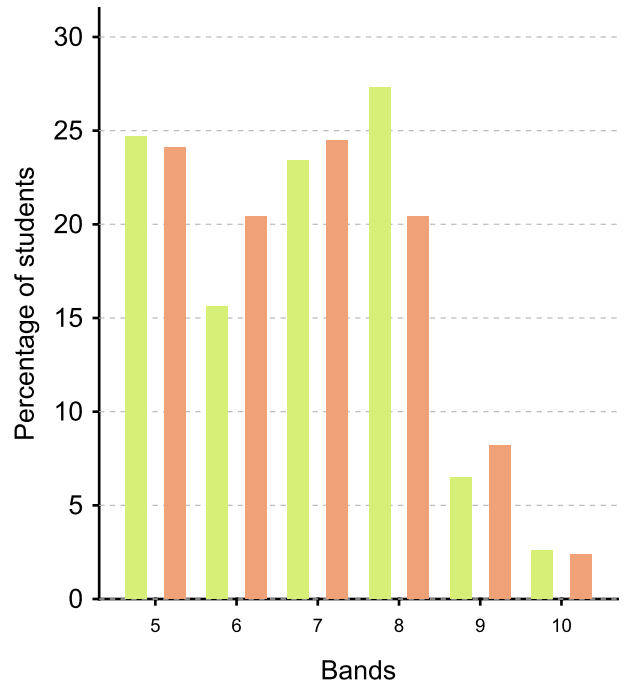
Percentage in bands:
Year 9 Reading



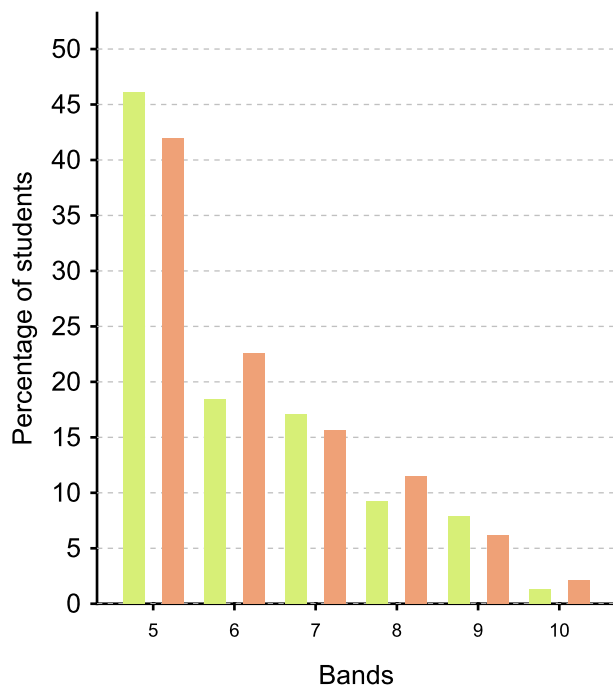
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



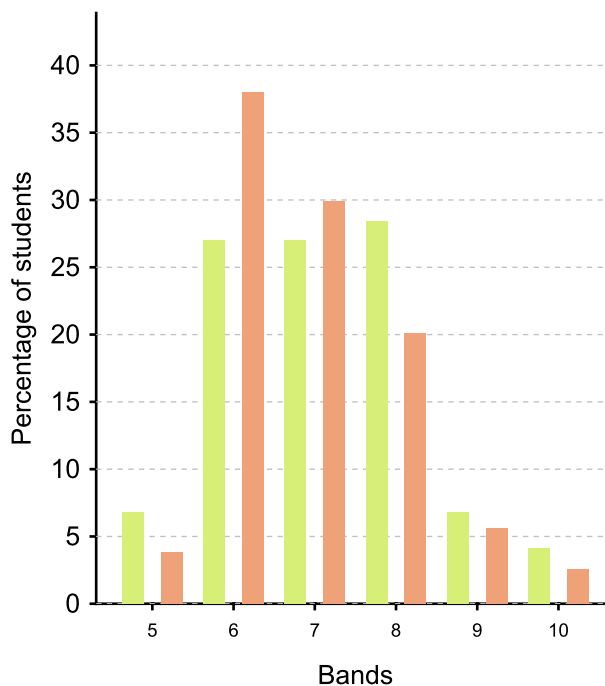
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

The numeracy skills of Year 7 students entering SGHS are consistent with our average over the past three years. Most students are achieving at the Band 6 level with 13.9% in the top two bands. Year 9 students have performed better in Bands 8 to 10, with 10.9% scoring in the top two bands.

Percentage in bands:
Year 9 Numeracy

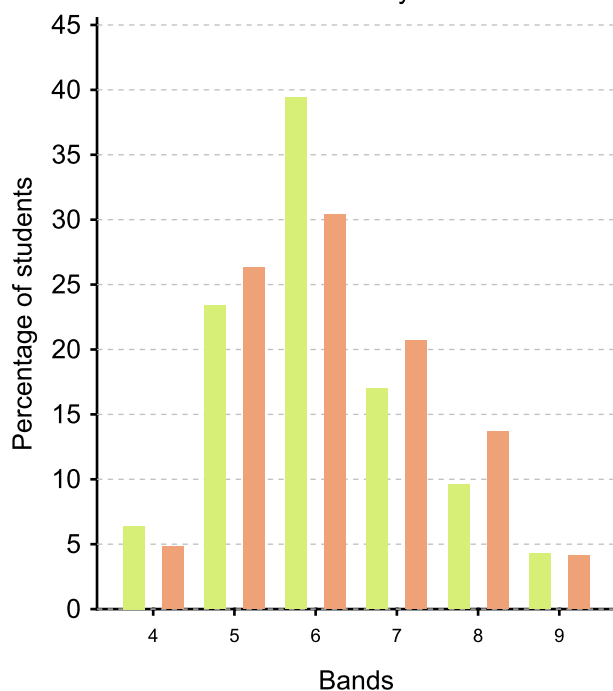


Percentage in Bands
School Average 2016-2018

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.

The Premier's Priority to improve educational results and move more Year 9 students into the top two bands in NAPLAN is a work in progress for SGHG. In 2018, we were able to increase the percentage of Year 9 students in the middle two bands so that it exceeds 50% of all students in all subtests except for writing. The State Priority of improving education outcomes for Aboriginal students and moving more Year 9 students into the top two bands in NAPLAN is very much in its infancy at SGHG. In 2018 we had one student score in Band 9 for all subtests except for reading, compared with no students the previous year.

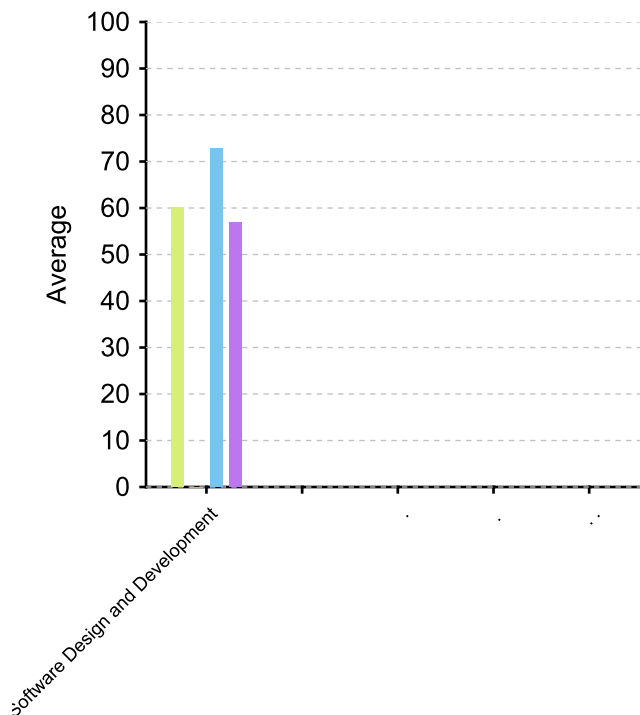
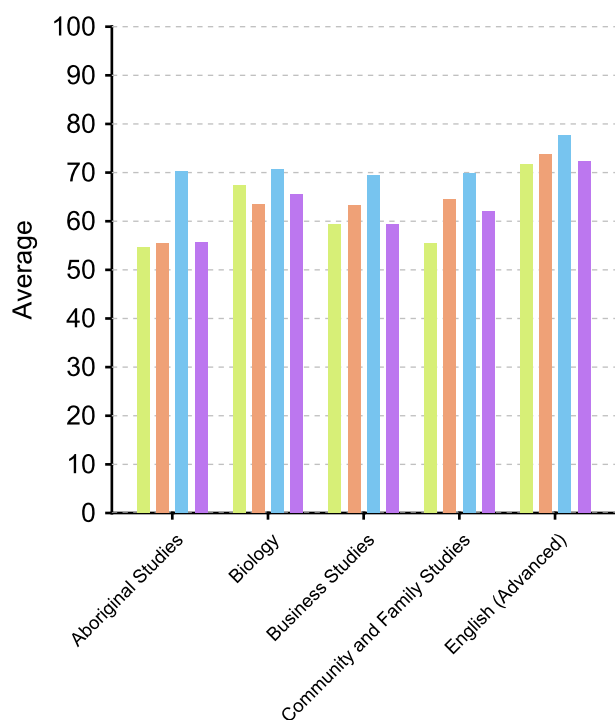
Percentage in bands:
Year 7 Numeracy



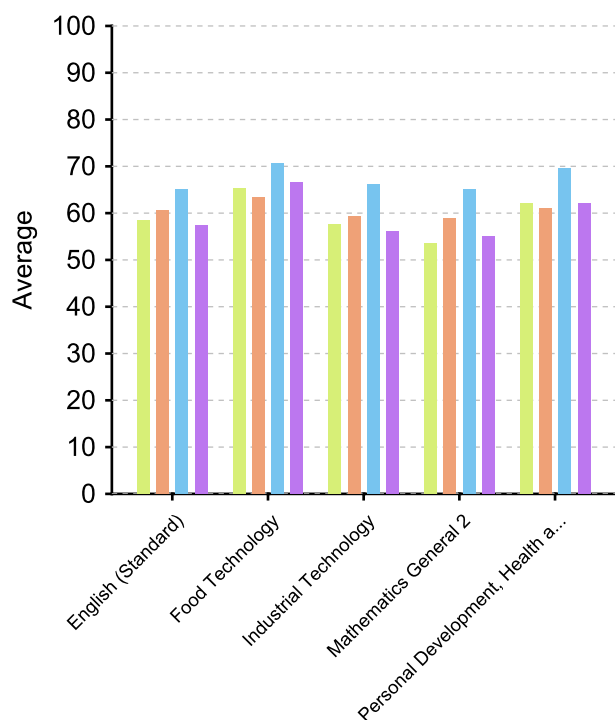
Percentage in Bands
School Average 2016-2018

Higher School Certificate (HSC)

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



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

South Grafton High School students achieved Band 6 or equivalent in Biology, Advanced English, Music 1, Personal Development, Health and Physical Education, Physics and Mathematics Extension 2. The achievement of the Biology, Food Technology, Personal Development, Health and Physical Education and Software Design and Development cohorts of students exceeded the achievement of students in the SSSG in those subjects.

Parent/caregiver, student, teacher satisfaction

In 2018 this was achieved through the 'Tell Them From Me' (TTFM) and DoE employee Staff Matters surveys. Students completed the TTFM survey during class time resulting in 208 students completing the survey and staff were given time to complete their survey at a twilight meeting. Parents and carers were given access to the survey via a link in the newsletter and regularly encouraged to complete it. 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:

- 20% of students indicated that they regularly truant
- 42% of students feel that they have positive homework behaviours
- 42% of students felt they were being intellectually engaged in class
- 32% of students stated they were interested and motivated in their learning
- 45% of students were not confident of their skills

and found English, Mathematics or Science challenging

As a rating out of 10:

- Students rated advocacy at SGHS at 5.8, and advocacy in the wider community, including at home at 5.4.
- Positive student/teacher relationships were rated 6.0.

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.

Staff were surveyed by the DoE People Matters 2018 survey which encompasses all departmental staff, including teaching staff. 64% of staff responded to the survey.

A summary of the People Matters 2018 Survey was communicated to staff via the Executive team in Term 4 of 2018.

In the 2018 people matters survey, data showed that staff agreement at SGHS was considerably more positive than the staff agreement across the public sector in all of the eight key drivers of engagement except for flexible working satisfaction. In this area, only 47% of SGHS staff reported that there were not satisfied with their ability to access and use flexible working arrangements. Previous concerns raised around the statement " My organisation is making the necessary improvements to meet future challenges" seem to have declined as staff recording 79% agreement with this statement in the 2018 survey.

Policy requirements

Aboriginal education

South Grafton High School has an active commitment to addressing the needs of its Indigenous students and strongly values the Aboriginal heritage – places, language and culture that are the key features for people in our community. The involvement of community elders, traditional owners and relevant local organisations is an essential part of our commitment to improving the outcomes for Indigenous students. More positive and informed relationships between students, staff and the community are the focus moving forward at SGHS.

Welcome to Country or Acknowledgement of Country are conducted at all formal school gatherings and wherever possible, students are responsible for delivering the message. There have been occasions when this has been done using Gumbaynggirr language and this is strongly encouraged.

Aboriginal education and training are key responsibilities for all staff. In 2018 Personalised Learning Plans (PLP's) were developed for all Aboriginal students. This was a collaborative effort between the Aboriginal Education Team, the Learning and Support Team, students, their families and in some

cases, Out of Home Care agencies. There were planning and implementation strategies developed to support the educational, social and emotional needs of each student.

Aboriginal Education Committee meetings are held each fortnight and are attended by a range of people including; the principal, Aboriginal education coordinator, Aboriginal SLSO, Aboriginal staff, Head Teacher Welfare, learning and support teacher and faculty representatives. These meetings are key to monitoring our school's progress towards closing the gap between Aboriginal and non-Aboriginal students.

The school employs three staff to provide direct support to Aboriginal students; an Aboriginal Education Officer and 1.2 Aboriginal School Learning Support Officers.

The school Principal, Aboriginal Education Coordinator and a representative from the school share the responsibility of attending AECG meetings. In 2018 our Aboriginal Education staff conducted a tour of local sites as part of a twilight staff development session. This was a very positive experience for all concerned.

A girl's art and culture program began in Semester 2. This ran every fortnight and culminated in an exhibition in Term 4. Many of the paintings produced by the students were sold at the event with the proceeds being used to support the program in 2019.

The total budget for Aboriginal Education in 2018 was \$152 814. The staffing component was \$67 042 (AEO) and the flexible component was \$85 772. Much of the flexible component was spent on an Aboriginal SLSO (\$60 663) and topping up Rural and Remote Schools – Aboriginal Employment Program (\$12 133)

A number of programs were run throughout the year including several excursions to small schools to deliver cultural experiences, NAIDOC week celebrations which included traditional games day. The school also supported students to attend the Schools Spectacular in Sydney.

Multicultural and anti-racism education

There was a focused effort in 2018 to raise our students' awareness of the cultural differences that exist at SGHS. Multicultural perspectives are included across all areas of the curriculum and students are encouraged to broaden their understanding of what it means to live in a multicultural nation. They were also exposed to anti-racism education through our leadership initiatives such as SMILE (Senior Mentor Program) , SRC (Student representative Council) and SLIKK (Student Leadership is for Koori Kids). We promote inclusivity and tolerance and support our students who organise celebration days such as Wear it Purple Day. SGHS maintained its ARCO network with other schools in the Clarence Valley and remains committed to enhancing the quality of local events that promote inclusivity, reduce racism, offer opportunities for staff and students to share advice and genuinely collaborate in a non-judgemental forum.