

South Grafton High School

2019 Annual Report



8406

Introduction

The Annual Report for 2019 is provided to the community of South Grafton High School as an account of the school's operations and achievements throughout the year.

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

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

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%).

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.

Progress towards achieving improvement measures

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

| Evaluation | Funds Expended (Resources) |
|---|--|
| <ul style="list-style-type: none">• Most classes are using Djhuti Smart but it remains most relevant to the students in the lower stream classes.• The procedures for using the "I can statements" have not been fully developed and implementation is delayed. This may be replaced by the school's inclusion in Year 7 best Start from 2020.• Some faculties are successfully using Education Perfect for pre and post testing.• Percentage of students in the top two bands is as follows: Reading 13% (+6%), Writing 0% (-9%), Spelling 9% (-4%), Grammar and Punctuation 8% (0%) and Numeracy 10% (-1%).• TTFM effective teaching time remained stable at 6.5. | <ul style="list-style-type: none">• Djhuti Smart packs for each class.• SLSO (Deb) support as required.• "I can statements" to be used by students.• Education Perfect used for pre and post testing. |

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.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <ul style="list-style-type: none">• Progress with two-way feedback has stalled because SGHS no longer have a staff member passionate about perusing this concept.• Staff know much more about the students at this school and this has helped them to value and care for them.• All staff who chose to be involved in the Instructional Rounds and peer observations have valued the process.• TTFM survey shows positive student/teacher relations remains consistent at 6.0.• TTFM survey shows relevance in the classroom at 5.6. This is a slight drop on last year, which was 5.7. | <ul style="list-style-type: none">• Regular staff meeting time to reinforce our strategic focus for the year of knowing, valuing and caring for our students.• Regular newsletter articles to reinforce "every student, every task" as well as SLSO time to help students complete tasks and resolve N-warnings. |

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.

Improvement Measures

Annual focus groups with CoS, staff and parents indicate an increased positive impression of the school and what it offers.

There is evidence of improved partnerships around the teaching of leadership, STEAM, literacy and numeracy via annual milestone evaluation.

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.

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.

Progress towards achieving improvement measures

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.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <ul style="list-style-type: none">• The school communications team maintained a high profile using social media and the school newsletter. Engagement remained strong and there were many opportunities for parents to visit the school and celebrate their students' success.• The PBL merit awards system was updated and parents joined the school in celebrating the students achievements.• TTFM Survey scored Optimism as 37% (-7%).• People Matter Survey indicated that 67% (-12%) of staff believe that their organisation is making the necessary improvements to meet our future challenges. | <ul style="list-style-type: none">• School Facebook page managed by staff.• Assessment booklets for Years 9 to 12 published for students and parents.• Sentral parent and student portal. |

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

| Evaluation | Funds Expended (Resources) |
|---|--|
| <ul style="list-style-type: none">• Staff are developing a growth mindset and students are following.• TTFM survey indicates a growth to 6.8 (+0.1) in students expectations for success.• TTFM survey indicates that Intellectual engagement is at 44% (+2%) | <ul style="list-style-type: none">• Professional Learning around developing a growth mindset for staff and students.• Bill Rogers professional learning organised for whole of Grafton Network.• HT-Teaching and Learning to deliver professional learning relating to teaching Extension 2 Mathematics. |

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.

Improvement Measures

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).

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.

Measure the effectiveness of CoS programs, as measured by high impact reflection survey results, to improve cross school collaboration and continuity Stages 3 to 4.

Progress towards achieving improvement measures

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

| Evaluation | Funds Expended (Resources) |
|--|--|
| <ul style="list-style-type: none">• There has been a stronger focus on customer service for all SASS team members. They have also learnt some new skills as they have moved to other SASS roles within the school. | <ul style="list-style-type: none">• Advanced Diploma course and mentor provided for Mel have been very valuable. |

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.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <ul style="list-style-type: none">• Assessment information collected for all subjects in all year levels. This information was collated and distributed for proof-reading. Procedures in booklets have been revised. | <ul style="list-style-type: none">• Principal and HT–Secondary Studies to collate information and cross check with NESA as necessary. |

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.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <ul style="list-style-type: none">• In 2019 there was less of a drop off (2%) in terms of the percentage of parents using the Interview booking system in Sentral. | <ul style="list-style-type: none">• Sentral Parent Portal Interview booking system. |

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| <ul style="list-style-type: none">• Students are regularly accessing the Sentral student portal to check their timetable and access their results from assessments that have been published. | <ul style="list-style-type: none">• Sentral student management system |

Progress towards achieving improvement measures

- Parents are accessing the Sentral Parent Portal to book parent/teacher interviews, check the number of positive and negative entries students have received and to read their children's reports.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|---|--|
| Aboriginal background loading | <p>Staffing of 1.0 AEO at \$68,575</p> <p>Flexible Funding total of \$83,725 spent on:</p> <ul style="list-style-type: none"> • 1.0 ASLO at \$61,252 • topping up 0.2 of CDEP position at \$12,250 • tutoring by teacher at \$10,672 • Schools Spectacular \$2,000 • girls Art program \$1,500 | <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.</p> <p>Flexible funding was spent on a fulltime ASLO and topping up the CDEP position in our school. Both of these people directly support students in the classroom.</p> <p>Aboriginal dance is very strong at SGHS and our troupe were again selected to perform at the Schools Spectacular in Sydney.</p> <p>The Aboriginal girl's art program was hugely successful, with the girls producing quality art works which were then sold to members of the public.</p> |
| English language proficiency | <p>Flexible Funding of \$812 spent on individual support from SLSOs and resources.</p> | <p>In 2019 there were two EALD 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 at a total of \$213,432</p> <p>Flexible Funding of \$99,408 spent on:</p> <ul style="list-style-type: none"> • 1.5 SLSOs at \$91,878 • resources for STARR \$2,000 | <p>LaSTs and SLSOs act as advocates for students with additional needs and assist in facilitating support processes for these students.</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 STARR groups and by assisting with special provisions during tests and exams.</p> <p>Students who need additional support in literacy are identified at SGHS by 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).</p> <p>In 2019, Djehuti Smart was an in-class program that was supported by a trained SLSO to improve Year 7 & 8 students' outcomes in mathematics, by increasing</p> |

| | | |
|--|--|---|
| Low level adjustment for disability | <p>Staffing of 2.0 LaST at a total of \$213,432</p> <p>Flexible Funding of \$99,408 spent on:</p> <ul style="list-style-type: none"> • 1.5 SLSOs at \$91,878 • resources for STARR \$2,000 | <p>automaticity in basic numeracy operations.</p> |
| Socio-economic background | <p>Staffing of 1.0 DP – \$163,254</p> <p>Staffing of 2.8 Teachers – \$298,805</p> <p>Flexible Funding of \$333,572 spent on:</p> <ul style="list-style-type: none"> • 2.5 SLSOs at a total of \$153,130 • HT-Teaching and Learning at \$33,109 • 0.2 Clarence Science Initiative (CSI) Teacher at \$16,573 • 1.0 Operational Paraprofessional at \$67,15 • 0.8 School Administrative Officer at \$47,000 • TPL for DP and Principal conferences at \$5,000 | <p>Considering our socio-economic context, it would be impossible to run this school without two Deputy Principals. We recorded 9969 negative entries in Sentral and lost 2482 days to suspension in 2019. 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 Physics.</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> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 314 | 285 | 282 | 317 |
| Girls | 297 | 257 | 237 | 247 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.7 | 91.1 | 85.2 | 88.1 |
| 8 | 88.2 | 89.9 | 88.1 | 84 |
| 9 | 82.2 | 88.7 | 85.9 | 82 |
| 10 | 78.4 | 83.5 | 82.7 | 84.5 |
| 11 | 81.2 | 81.4 | 78.6 | 83.2 |
| 12 | 86 | 84.5 | 84.6 | 92.2 |
| All Years | 84.3 | 86.4 | 84.3 | 85.1 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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 |

Year 12 students undertaking vocational or trade training

32.76% of Year 12 students at South Grafton High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

90% of all Year 12 students at South Grafton High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 10 |
| Classroom Teacher(s) | 35.6 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1 |
| School Counsellor | 2 |
| School Administration and Support Staff | 14.08 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 1,430,924 |
| Revenue | 9,383,440 |
| Appropriation | 9,054,738 |
| Sale of Goods and Services | 56,089 |
| Grants and contributions | 254,423 |
| Investment income | 16,183 |
| Other revenue | 2,006 |
| Expenses | -9,339,517 |
| Employee related | -8,333,076 |
| Operating expenses | -1,006,441 |
| Surplus / deficit for the year | 43,922 |

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 932,032 |
| Equity Total | 1,261,584 |
| Equity - Aboriginal | 152,300 |
| Equity - Socio-economic | 795,632 |
| Equity - Language | 812 |
| Equity - Disability | 312,840 |
| Base Total | 5,898,916 |
| Base - Per Capita | 124,889 |
| Base - Location | 4,324 |
| Base - Other | 5,769,703 |
| Other Total | 643,310 |
| Grand Total | 8,735,843 |

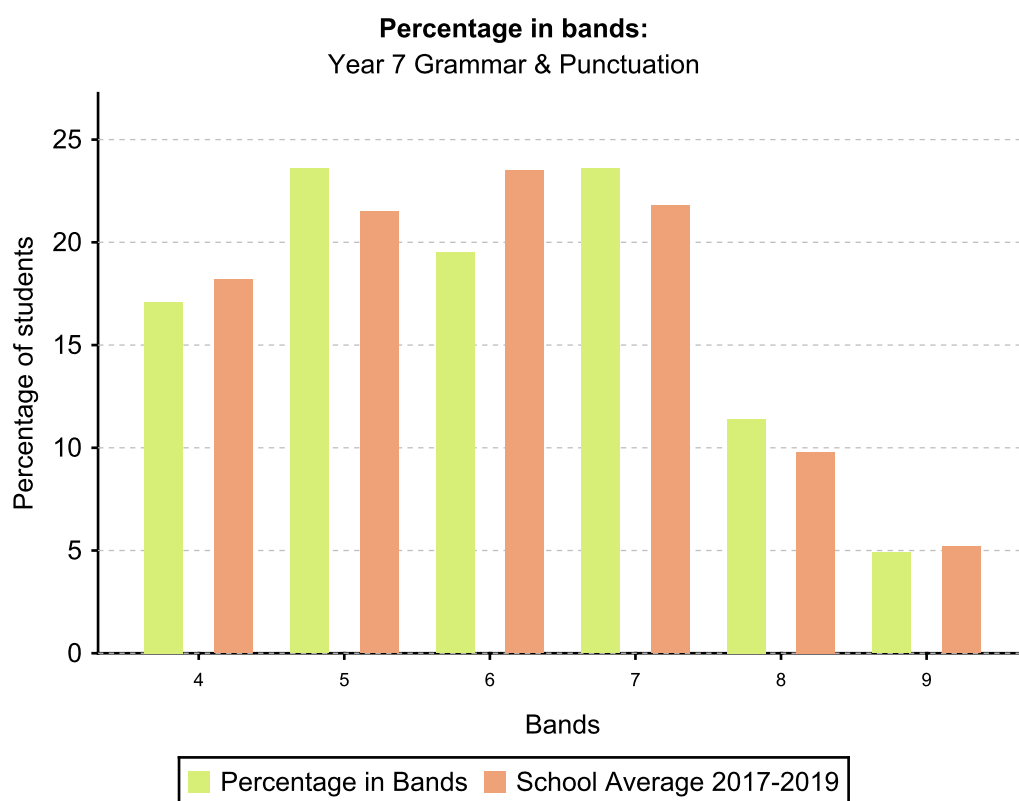
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

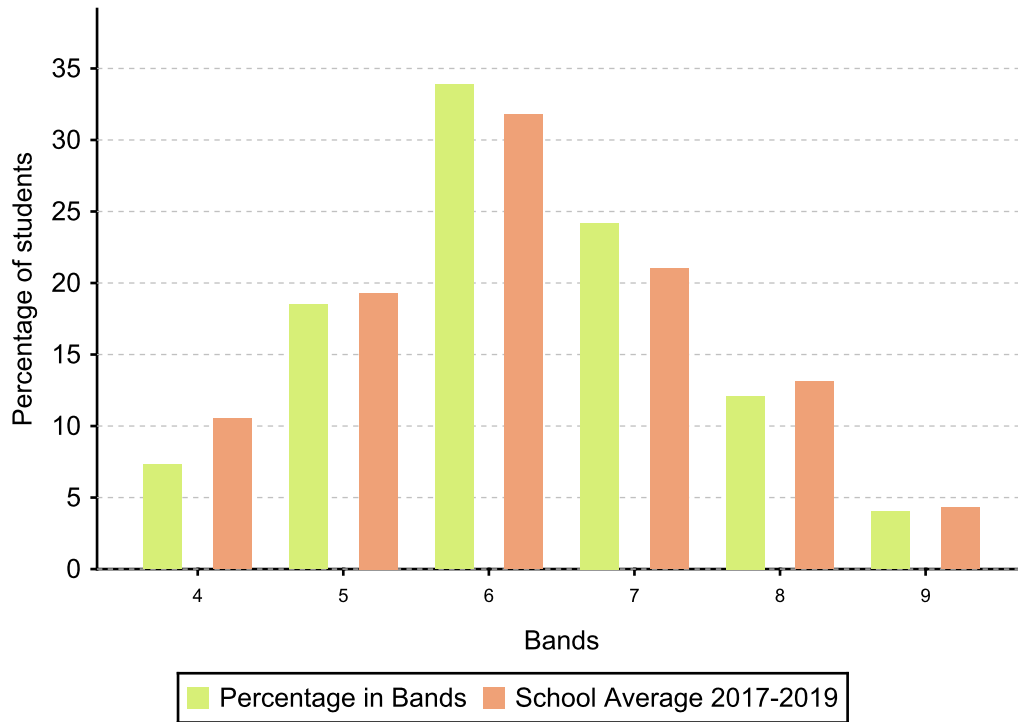
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



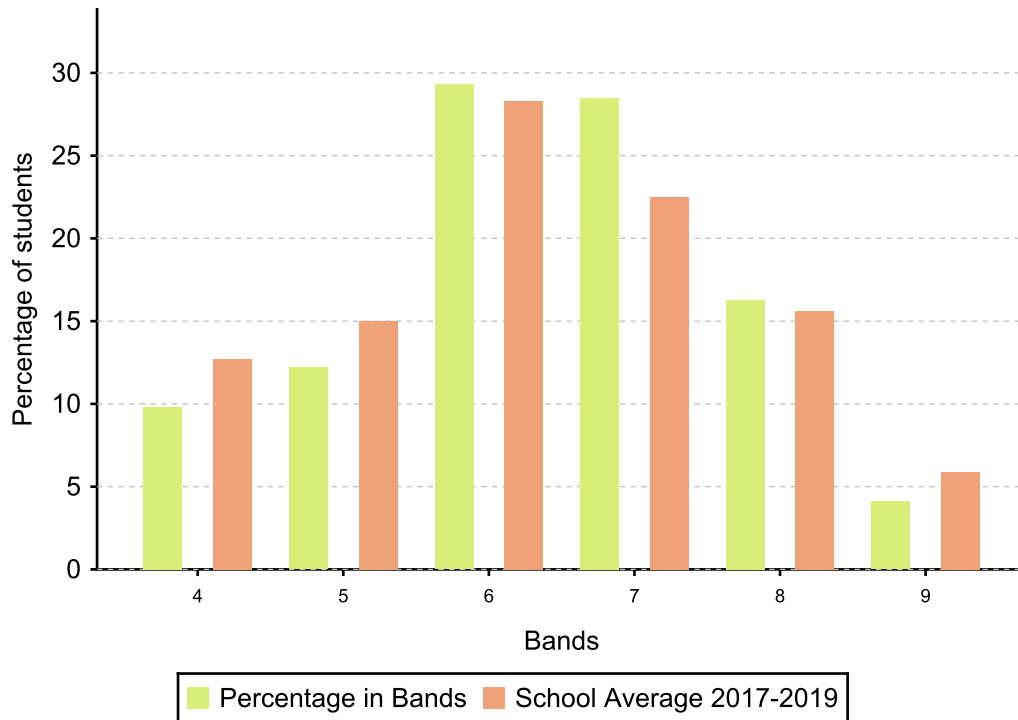
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 17.1 | 23.6 | 19.5 | 23.6 | 11.4 | 4.9 |
| School avg 2017-2019 | 18.2 | 21.5 | 23.5 | 21.8 | 9.8 | 5.2 |

Percentage in bands:
Year 7 Reading



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 7.3 | 18.5 | 33.9 | 24.2 | 12.1 | 4.0 |
| School avg 2017-2019 | 10.5 | 19.3 | 31.8 | 21 | 13.1 | 4.3 |

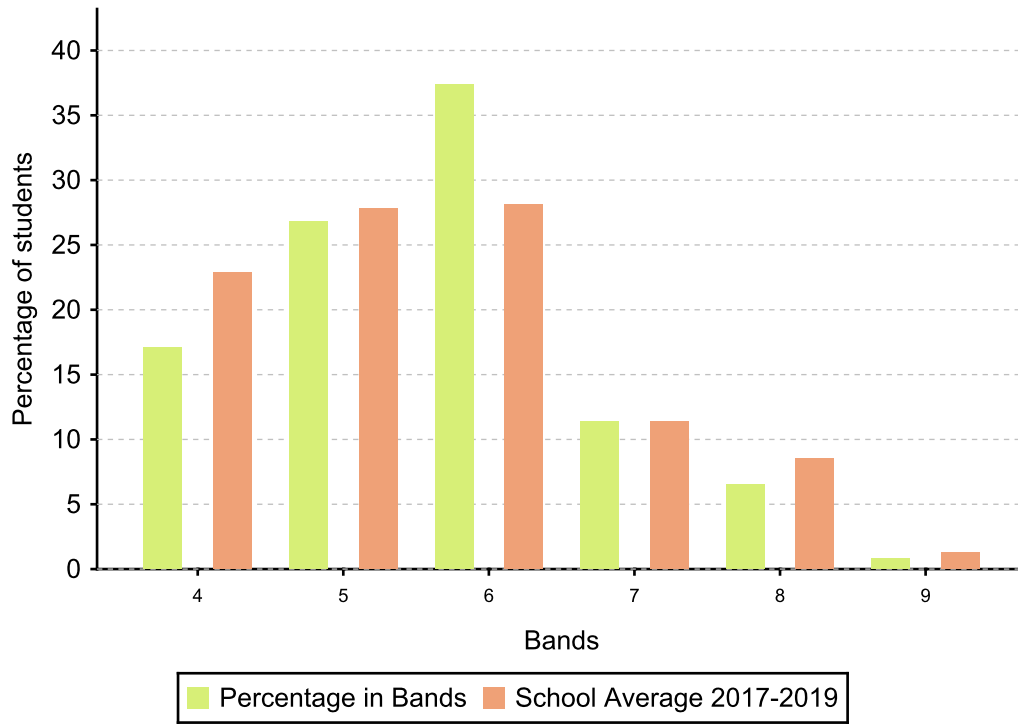
Percentage in bands:
Year 7 Spelling



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 9.8 | 12.2 | 29.3 | 28.5 | 16.3 | 4.1 |
| School avg 2017-2019 | 12.7 | 15 | 28.3 | 22.5 | 15.6 | 5.9 |

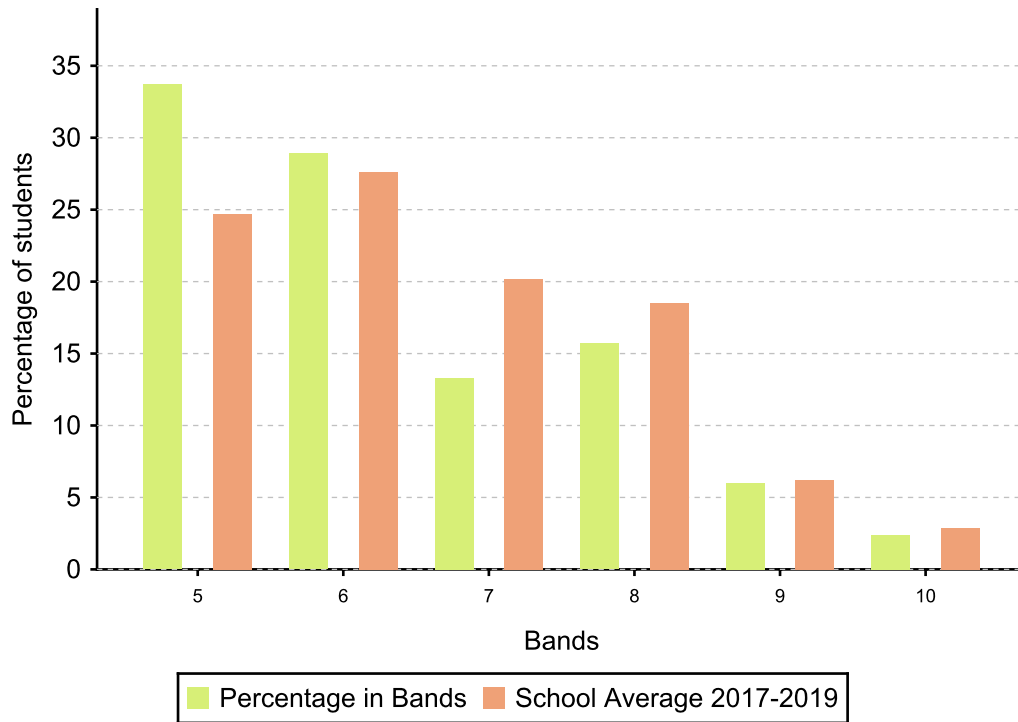
Percentage in bands:

Year 7 Writing



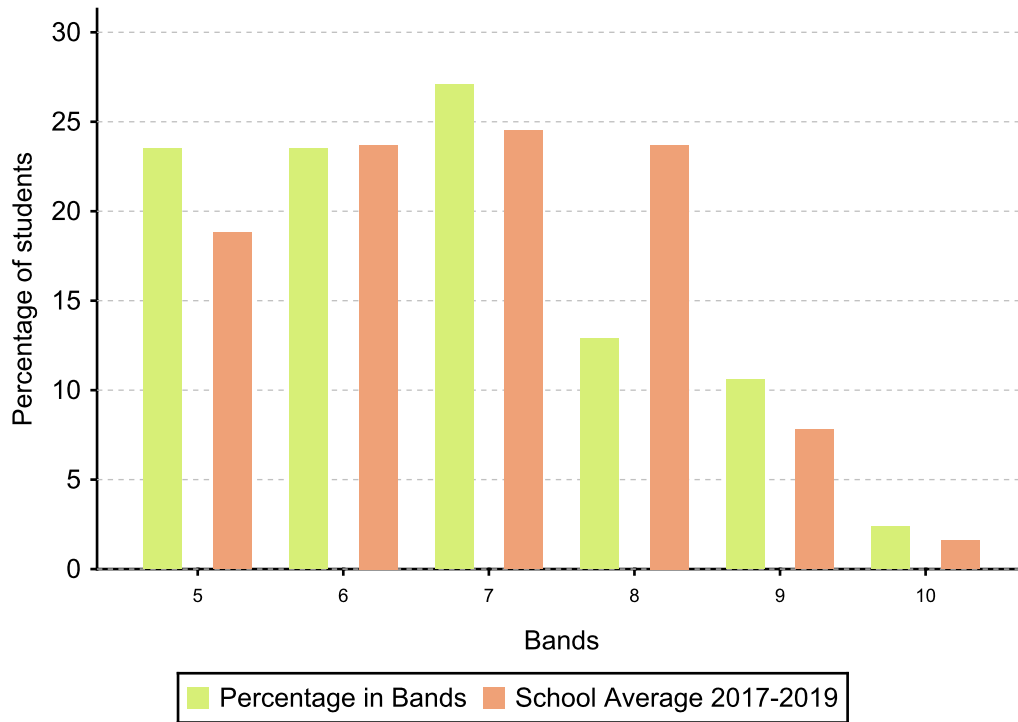
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 17.1 | 26.8 | 37.4 | 11.4 | 6.5 | 0.8 |
| School avg 2017-2019 | 22.9 | 27.8 | 28.1 | 11.4 | 8.5 | 1.3 |

Percentage in bands: Year 9 Grammar & Punctuation



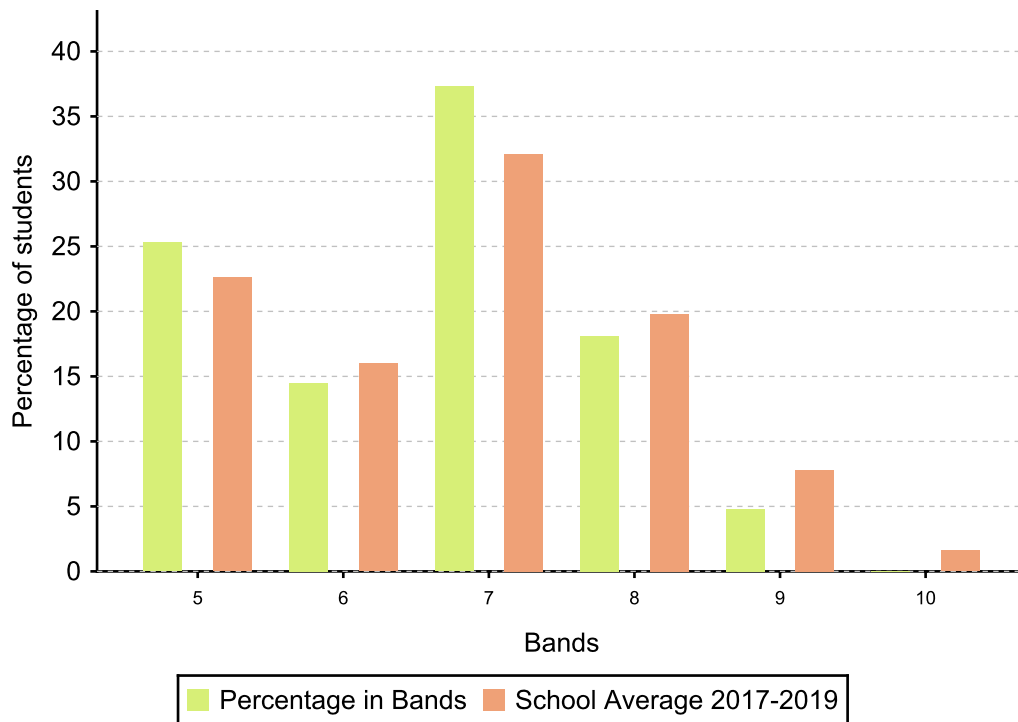
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 33.7 | 28.9 | 13.3 | 15.7 | 6.0 | 2.4 |
| School avg 2017-2019 | 24.7 | 27.6 | 20.2 | 18.5 | 6.2 | 2.9 |

Percentage in bands:
Year 9 Reading



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 23.5 | 23.5 | 27.1 | 12.9 | 10.6 | 2.4 |
| School avg 2017-2019 | 18.8 | 23.7 | 24.5 | 23.7 | 7.8 | 1.6 |

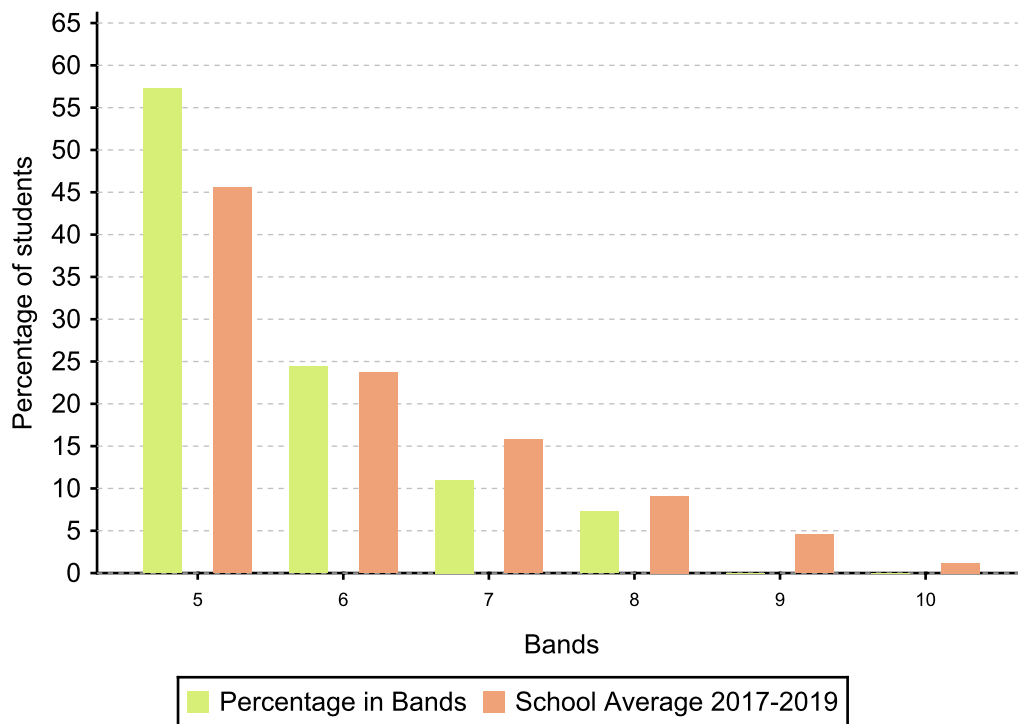
Percentage in bands:
Year 9 Spelling



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 25.3 | 14.5 | 37.3 | 18.1 | 4.8 | 0.0 |
| School avg 2017-2019 | 22.6 | 16 | 32.1 | 19.8 | 7.8 | 1.6 |

Percentage in bands:

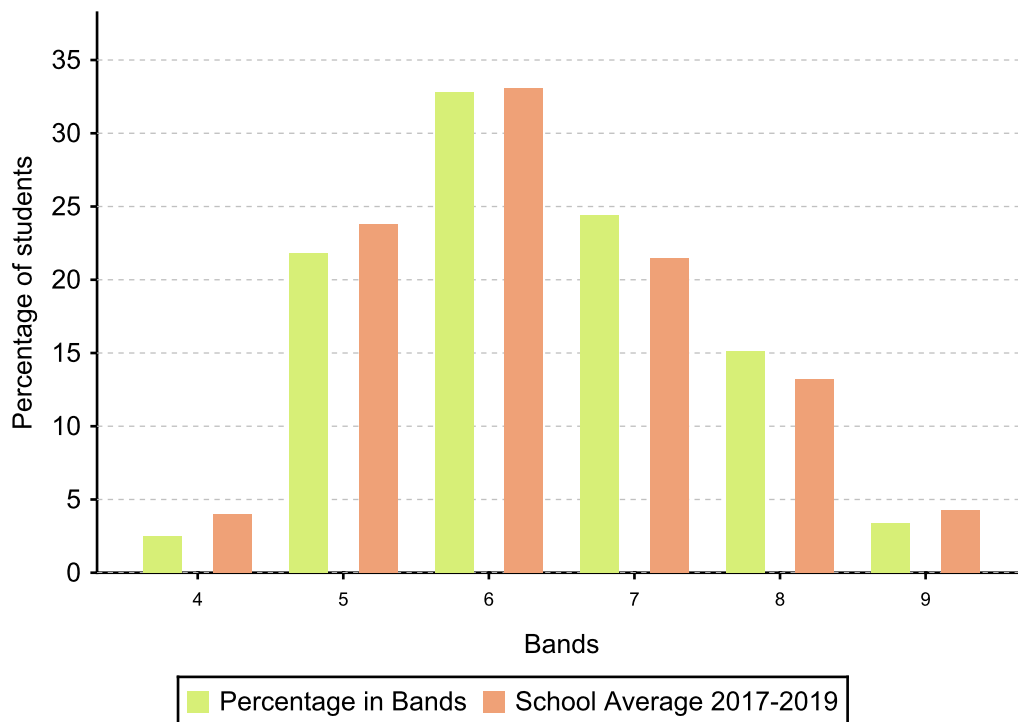
Year 9 Writing



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 57.3 | 24.4 | 11.0 | 7.3 | 0.0 | 0.0 |
| School avg 2017-2019 | 45.6 | 23.7 | 15.8 | 9.1 | 4.6 | 1.2 |

Percentage in bands:

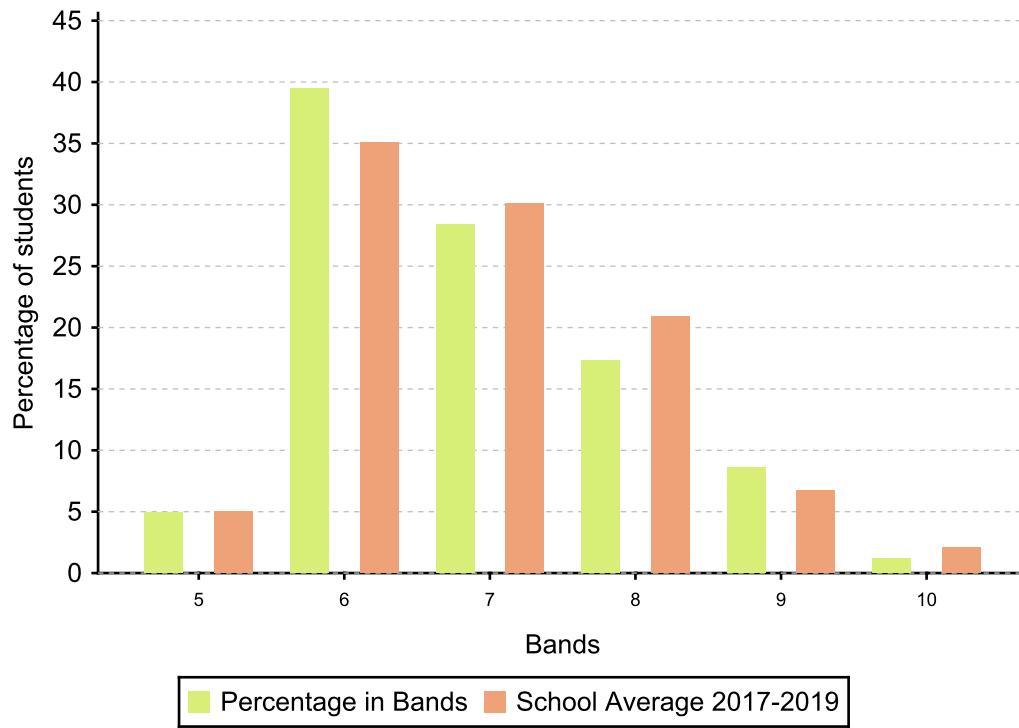
Year 7 Numeracy



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.5 | 21.8 | 32.8 | 24.4 | 15.1 | 3.4 |
| School avg 2017-2019 | 4.0 | 23.8 | 33.1 | 21.5 | 13.2 | 4.3 |

Percentage in bands:

Year 9 Numeracy

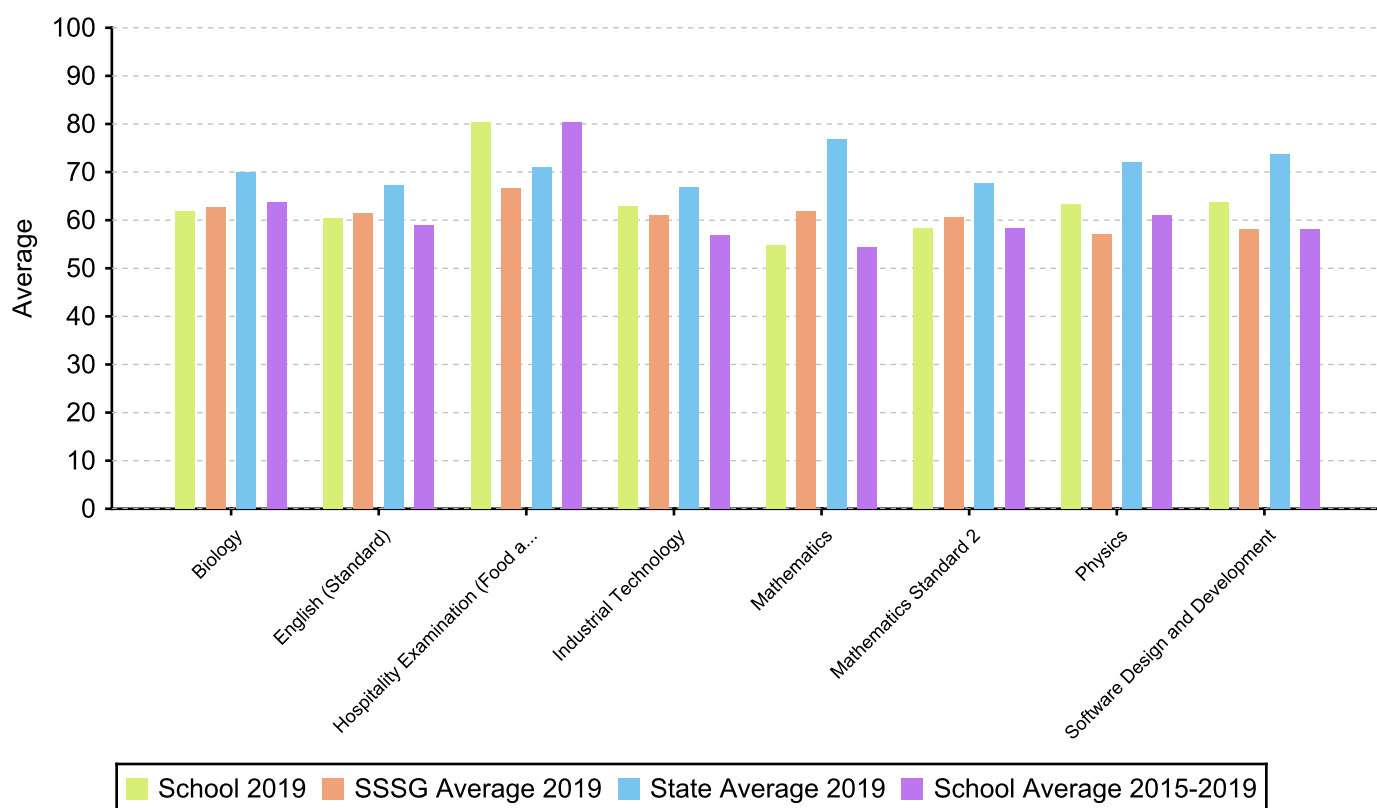


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 4.9 | 39.5 | 28.4 | 17.3 | 8.6 | 1.2 |
| School avg 2017-2019 | 5 | 35.1 | 30.1 | 20.9 | 6.7 | 2.1 |

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|---|-------------|------|-------|--------------------------|
| Biology | 61.9 | 62.7 | 69.9 | 63.7 |
| English (Standard) | 60.4 | 61.5 | 67.3 | 59.0 |
| Hospitality Examination (Food and Beverage) | 80.3 | 66.6 | 71.1 | 80.3 |
| Industrial Technology | 62.9 | 60.9 | 66.8 | 56.9 |
| Mathematics | 54.7 | 61.9 | 76.9 | 54.5 |
| Mathematics Standard 2 | 58.3 | 60.6 | 67.7 | 58.3 |
| Physics | 63.3 | 57.1 | 72.1 | 61.0 |
| Software Design and Development | 63.7 | 58.1 | 73.8 | 58.1 |

Parent/caregiver, student, teacher satisfaction

In 2018 this was achieved through the 'Tell Them From Me' (TTFM) and DoE employee People Matter surveys. Students completed the TTFM survey during class time resulting in 291 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:

- 19% of students indicated that they regularly truant
- 38% of students feel that they have positive homework behaviours
- 44% of students felt they were being intellectually engaged in class
- 24% of students stated they were interested and motivated in their learning
- 48% 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 5.9, and advocacy in the wider community, including at home at 4.8.
- Positive student/teacher relationships were rated 6.0.

In the Parent/Caregiver survey (26 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. 92% of staff responded to the survey.

A summary of the People Matters 2019 Survey was communicated to staff via the Executive team in Term 4 of 2019.

In the 2019 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 50% of SGHS staff reported that they were not satisfied with their ability to access and use flexible working arrangements.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.