

# 2020 Annual Report

## South Grafton High School



8406

## Introduction

The Annual Report for 2020 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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South Grafton High School

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## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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"><li>• Google classrooms providing excellent platform for students to access resources.</li><li>• Education Perfect being used to develop students' literacy and numeracy skills. Some faculties are successfully using Education Perfect for pre and post testing.</li><li>• MultiLit supporting students with identified literacy issues.</li><li>• Djhuti Smart embedded in bottom and some middle stream Mathematics classes. It is supporting mental arithmetic development.</li><li>• Lesson Improvement Team is supporting teachers to plan and deliver engaging lessons.</li><li>• Percentage of students in the top two NAPLAN bands was not evaluated as COVID-19 restrictions prevented students sitting the tests.</li><li>• TTFM effective teaching time fell from 6.5 to 6.4</li></ul>	<ul style="list-style-type: none"><li>• Technology support continues for teachers using google classrooms.</li><li>• STARR, Clontarf and SLSOs used to support literacy and numeracy skill development.</li><li>• Lesson Improvement Team - release of DP one day per week</li></ul>

**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"><li>• Progress with two-way feedback has stalled because SGHS no longer have a staff member passionate about perusing this concept.</li><li>• Staff know much more about the students at this school and this has helped them to value and care for them.</li><li>• The Lesson Improvement Team has been very successful in supporting staff to reflect on their teaching practice. Team members focus on Explicate Direct Instruction (EDI), high expectations relationships (Stronger Smarter) and students' time on task when they prepare and observe each others lessons. The team has grown from 4 members to 10 during the year.</li><li>• TTFM survey shows a score of 6.4 for effective learning time.</li><li>• TTFM survey shows that 21% of students are interested and motivated to learn.</li></ul>	<ul style="list-style-type: none"><li>• Regular staff meeting time to reinforce our strategic focus for the year of knowing, valuing and caring for our students.</li><li>• Regular newsletter articles to reinforce "every student, every task" as well as SLSO time to help students complete tasks and resolve N-warnings.</li><li>• Release of DP to coordinate LITT team.</li><li>• Backfill DP to maintain continuity.</li></ul>

## 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"><li>• The school communications team maintained a high profile using social media and the school newsletter. Engagement remained strong although opportunities for parents to visit the school and celebrate their students' success were limited due to the COVID-19 restrictions.</li><li>• TTFM Survey scored Optimism as 32% in the high range (-5%).</li><li>• TTFM survey identified that 39% of students agreed or strongly agreed that their learning from home was positive.</li></ul>	<ul style="list-style-type: none"><li>• School Facebook page managed by staff.</li><li>• Assessment booklets for Years 7 to 12 published for students and parents.</li><li>• Sentral parent and student portal.</li><li>• Merit awards presented at Semester 1 Awards Assembly and the Presentation Day Assembly.</li></ul>

**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"><li>• Staff are developing a growth mindset and students are following.</li><li>• TTFM survey indicates students with a positive growth orientation is 45%.</li><li>• TTFM survey indicates that Intellectual engagement is at 32%. This has declined by 12% since last year and is a direct reflection of the COVID-19 restrictions.</li></ul>	<ul style="list-style-type: none"><li>• Professional Learning around developing a growth mindset for staff and students.</li><li>• Lesson Improvement Team - DP as coordinator.</li></ul>

### 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"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• All non-teaching staff have been allocated \$500 towards professional learning.</li><li>• Trauma informed practice and Mental Health First Aid course were delivered.</li></ul>

**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"><li>• Assessment information collected for all subjects in all year levels. This information was collated and distributed. Procedures in booklets have been revised.</li><li>• Online professional learning accessed by teachers in line with their PDPs.</li></ul>	<ul style="list-style-type: none"><li>• Teacher Professional learning budget allocation of \$1000 per person.</li><li>• Most professional learning in 2020 was online.</li></ul>

**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"><li>• Facebook remains the most effective way to communicate with our community.</li><li>• Photos of students must be in uniform. "no uniform-no photo"</li><li>• Assessment booklet have been distributed to all students and published on our website.</li><li>• "Assessment at a glance" appear in our newsletter each week.</li></ul>	<ul style="list-style-type: none"><li>• Posts on Facebook, photos of the students participating at the swimming carnival to be published in the newsletter and a slide show presented at the assembly.</li><li>• Video of staff dancing during COVID lockdown was viewed several thousand times.</li></ul>

## Progress towards achieving improvement measures

**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"><li>• Staff, Students and their families have access to accurate information about assessments across the whole school.</li><li>• Students will regularly access the Sentral student portal to check their timetable and access their results from assessments that have been published.</li><li>• Parents access 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.</li><li>• </li></ul>	<ul style="list-style-type: none"><li>• Senior Executive and HTs collaborated to gather the information relating to Assessments.</li><li>• Sentral student management system</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Staffing of 1.0 AEO at \$76,277</p> <p>Flexible Funding total of \$132,792 spent on:</p> <ul style="list-style-type: none"> <li>• 1.0 ASLO at \$66,442</li> <li>• Clontarf Academy \$65,000</li> </ul>	<ul style="list-style-type: none"> <li>• The Clontarf Academy has has a significantly positive impact on all Aboriginal students in the school.</li> <li>• The Girls Art program had been essential in supporting the wellbeing of our Aboriginal girls. They made a calendar and the proceeds of the sales will go towards art supplies for 2021.</li> </ul>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Nil resources allocated</li> </ul>	<ul style="list-style-type: none"> <li>• SGHS did not qualify for any funding tied to EALD students.</li> </ul>
<b>Low level adjustment for disability</b>	<p>Staffing of 2.0 LaST at a total of \$218768</p> <p>Flexible Funding of \$99,619 spent on:</p> <ul style="list-style-type: none"> <li>• 1.4 SLSOs at \$93,019</li> <li>• resources for STARR \$2,000</li> </ul>	<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, 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 2020, Djehuti Smart was an in-class program that was supported by a trained SLSO to improve Year 7 &amp; 8 students' outcomes in mathematics, by increasing automaticity in basic numeracy operations. This has been very successful with the percentage of students achieving results in the top two bands for numeracy equaling the percentage achieving in the top two bands for reading.</p>
<b>Socio-economic background</b>	<p>Staffing of 1.0 DP - \$167,335</p> <p>Staffing of 2.8 Teachers - \$306,275</p> <p>Flexible Funding of \$356,170 spent on:</p>	<p>Considering our socio-economic context, it would be impossible to run this school without two Deputy Principals. We recorded 12536 negative entries in Sentral and lost 3032 days to suspension in 2020. Our students are complex.</p> <p>The additional 2.8 in teaching staff enabled</p>

<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• 2.5 SLSOs at a total of \$166,105</li> <li>• HT-Teaching and Learning at \$33,937</li> <li>• Higher Duties for person relieving DP for LITT - \$29,038</li> <li>• 1.0 Operational Paraprofessional at \$68,837</li> <li>• 0.8 School Administrative Officer at \$53,101</li> </ul>	<p>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 Advanced Mathematics.</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, daily organisation and timetabling. The other higher duties allocation was for a teacher to relieve 0.2 as a Deputy so that the DP could coordinate the Lesson Improvement Team. The focus of this team is to provide professional learning around lesson plans and observations.</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>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	285	282	317	353
Girls	257	237	247	297

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.1	85.2	88.1	88.2
8	89.9	88.1	84	87.9
9	88.7	85.9	82	83.9
10	83.5	82.7	84.5	81.1
11	81.4	78.6	83.2	82.9
12	84.5	84.6	92.2	85.4
All Years	86.4	84.3	85.1	85.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	5	20
Employment	0	12	16
TAFE entry	5	15	23
University Entry	0	0	27
Other	10	38	10
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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50.00% of Year 12 students at South Grafton High School undertook vocational education and training in 2020.

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

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91.5% of all Year 12 students at South Grafton High School expected to complete Year 12 in 2020 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)	9
Classroom Teacher(s)	43.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,474,846
<b>Revenue</b>	10,610,011
Appropriation	10,421,549
Sale of Goods and Services	71,080
Grants and contributions	112,296
Investment income	5,086
<b>Expenses</b>	-10,547,811
Employee related	-9,558,818
Operating expenses	-988,993
<b>Surplus / deficit for the year</b>	62,200
<b>Closing Balance</b>	1,537,046

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	134,735
<b>Equity Total</b>	1,357,237
Equity - Aboriginal	209,069
Equity - Socio-economic	829,781
Equity - Language	0
Equity - Disability	318,387
<b>Base Total</b>	7,960,781
Base - Per Capita	141,133
Base - Location	3,892
Base - Other	7,815,756
<b>Other Total</b>	637,428
<b>Grand Total</b>	10,090,181

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

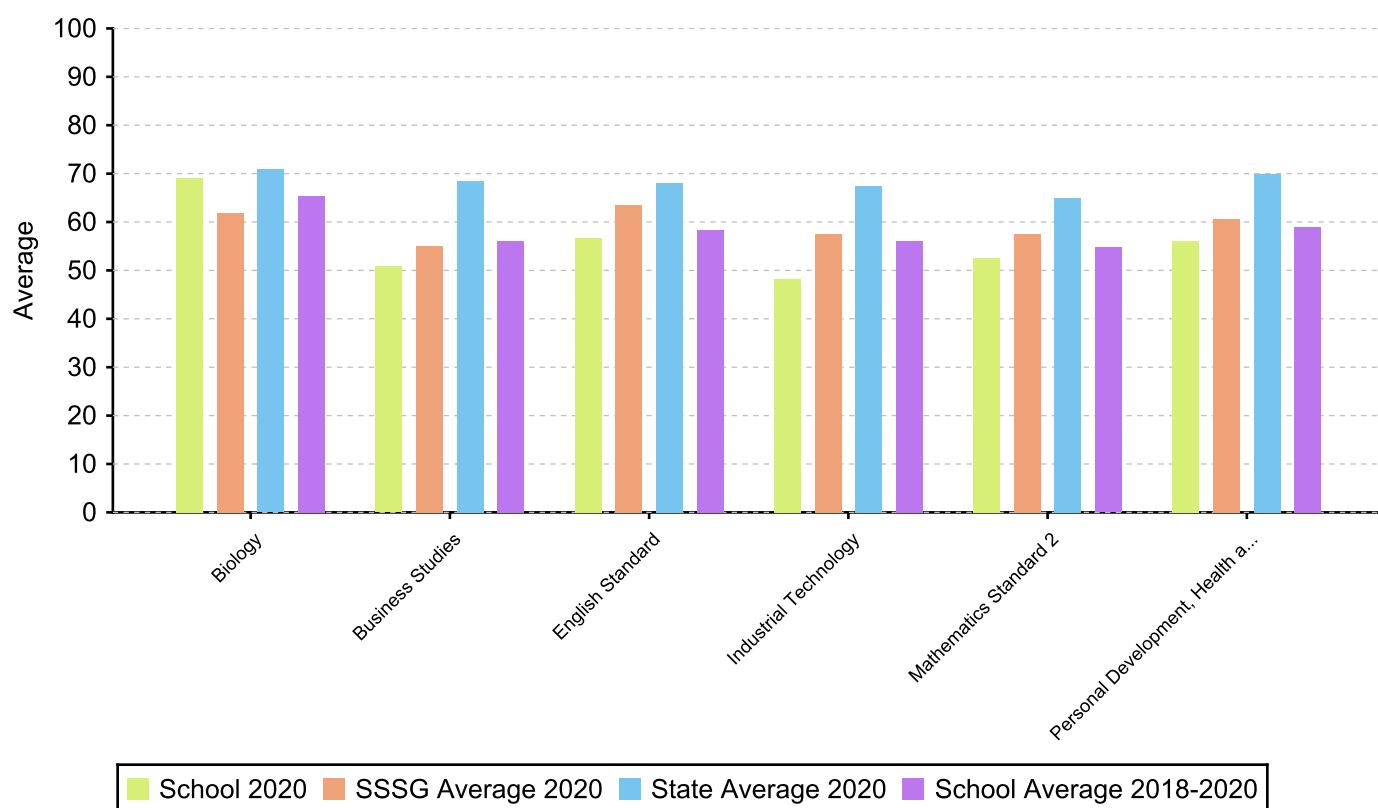
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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 2020	SSSG	State	School Average 2018-2020
Biology	69.1	61.9	70.8	65.4
Business Studies	50.8	55.1	68.6	56.0
English Standard	56.7	63.6	68.1	58.3
Industrial Technology	48.3	57.6	67.5	56.1
Mathematics Standard 2	52.6	57.6	64.9	54.7
Personal Development, Health and Physical Education	56.1	60.6	69.9	59.0

## Parent/caregiver, student, teacher satisfaction

In 2020 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 401 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:

- 47% of students indicated that they have a positive sense of belonging.
- 72% of students feel that they have positive behaviour at school
- 32% of students felt they were being intellectually engaged in class
- 21% of students stated they were interested and motivated in their learning
- 66% of students were planning to finish year 12

As a rating out of 10:

- Students rated advocacy at SGHS at 5.8
- Expectations for success was rated at 7.1.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.