

2021 Annual Report

South Grafton High School



8406

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 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 (PB4L) values of Being Respectful, Taking Responsibility 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 2021-2024 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 of over 750 students, 64 teaching and 17 non-teaching staff. Many of our students come from a low SES background and 27% of them identify as Aboriginal or Torres Strait Islander. SGHS is located on the southern side of the Clarence River, in the heart of the Clarence Valley and within easy driving distance of Coffs Harbour, Yamba and Maclean. The school has excellent facilities including an agricultural farm, modern science laboratories, a Trade Training Centre for our Construction course and industry standard kitchens for our Hospitality course. In addition to this, our classroom teaching spaces are being upgraded to provide learning environments that are functional and engaging.

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. This includes an integrated model that supports four MC classes, an ED class and a Tutorial class. In addition to this, the school funds a Transition Learning Centre (TLC), which supports students struggling with the demands of mainstream classes and a Clontarf Academy, which provides targeted support to our Aboriginal boys. The school's Aboriginal Education Team has used the Clontarf model to provide similar support to our Aboriginal girls.

SGHS undertook a consultation process which sought input from students via the SRC, staff at a whole school and faculty level, parents via focus groups and the P&C, as well as discussions with members of the AECG.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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: Student growth and attainment

Purpose

Achieving educational excellence for students through collaborative classroom practice, data analysis and evaluation, and pedagogical improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

Beginning teacher support: \$10,000.00

Socio-economic background: \$102,415.60

Low level adjustment for disability: \$22,423.00

Professional learning: \$22,423.00

Summary of progress

Disruptions to due COVID-19 have impacted on all activities to support the school's Strategic directions in 2021.

In 2021 implementing learning intentions, success criteria and formative assessment in every classroom began. In 2022 the school will measure the impact of these initiatives. In 2022 the school will also review year 7 to 10 assessments and explore the centralised monitoring of student progress.

The Djehuti Smart program has continued to improve the targeted students' mathematical operational skills. The program will continue in 2022. In 2022 the school will develop and implement a program to further develop students' higher order thinking skills.

In 2022 the school will develop systems to collect, then analyse data to evaluate the impact of initiatives and activities. Each faculty will focus on improving extended student responses and will explore the use of Literacy Progressions to measure impact.

In 2021 opportunities to build the capacity of staff to use data to inform practice was limited to building capacity to effectively use SCOUT data as well as to use Sentral. In 2022 we aim to build capacity of staff in the use of school based assessment data to identify student achievement and progress in order to reflect on teaching effectiveness and inform future directions. There will be a focus on a whole school approach to learning intentions, success criteria and formative assessment, along with a review of stage 4 and 5 assessment tasks.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading by 3.0%	The percentage of students achieving the top 2 bands in reading was 1.86% above the school's lower bound system-negotiated target.
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy by 3.0%.	The number percentage of students achieving the top two bands was 6.62% below the school's lower bound system-negotiated target. The percentage of students achieving the top 2 bands in numeracy for year 9 students was consistent with 2020. There was decline in the percentage of year 7 students achieving the top 2 bands.
Increase the percentage of Aboriginal	In 2021 there was an increase of 18% in the number of Aboriginal students

students attaining the HSC whilst maintaining their cultural identity by 10%	attaining the HSC whilst maintaining their cultural identity.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target by 6.5%	In 2021 there was an improvement of 11.3% above the school's lower bound system negotiated target for students achieving growth in NAPLAN reading.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 7.8%	In 2021 there was below the school's lower bound system negotiated target of 7.8% for students achieving growth in NAPLAN numeracy.
Using the School Excellence Framework the school will move from delivering to Sustaining and Growth in the element Data Skills and Use, focus theme Data Literacy.	In 2021 the school moved towards sustaining and growing for the focus theme of Data Literacy. The school utilised limited opportunities to provide professional learning on the use of SCOUT, learning intentions, success criteria and formative assessment. The school is beginning to implement whole school processes to monitor and analyse student learning progress.

Purpose

To achieve student growth by enhancing engagement and wellbeing through facilitating academic development, cultural awareness, emotional resilience and building social intelligence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enhancing Wellbeing
- Transitions and continuity of learning

Resources allocated to this strategic direction

Aboriginal background: \$101,250.00

Summary of progress

Disruptions due COVID-19 have impacted on all activities to support the school's Strategic directions in 2021.

In 2021 the Learning Support Team (LST) continued to improve school processes and procedures to support student wellbeing. In particular the LST in conjunction with the Student Support Officer worked collaboratively with the School Link Coordinator to streamline referral process for students at SGHS. The partnership has resulted in a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Clontarf Academy has supported Aboriginal male students at South Grafton High School to attend school, achieve learning outcomes and successfully transition to post secondary options. It has also supported the students' wellbeing and attendance, by connecting with families and through incentive programs to improve school engagement and positive behaviour for learning.

In 2021 South Grafton High School reviewed and renewed Positive Behaviour for Learning (PB4L). Disruptions due to COVID impacted on the implementation of the revised PBL. This will continue in 2022. The school will also explore evidence based practices to enhance respectful relationships across the school and the inclusion of PB4L awards at stage assemblies.

In 2021 South Grafton High School's school to work program resulted in an increased number of SBATs. The school will continue to strengthen our year 6 to 7 transition program in 2022. The school will also strengthen our partnerships with parents and students to enhance learning opportunities for students in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% by 3.5%.	The percentage of students attending more than 90% of the time increased by 1.25%
Decrease the percentage of students attending less than 80% by 3%.	The percentage of students attending less than 80% of the time increase by 5% in 2021
Increase the percentage of HSC course results in top two bands by 4.8%.	In 2021 the percentage of HSC course results in the top two bands was the same as the percentage of HSC course results in the top 2 bands in 2019.
Improvement in the % of HSC course results in top 3 bands by 6.5%	In 2021 the percentage of students achieving the top 3 bands was 0.33% above the annual trajectory lower band.

Strategic Direction 3: Leadership for learning

Purpose

Effective leadership ensuring all staff are actively engaged in supporting innovation for learning which will enable growth for our school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Educational Leadership
- School Planning, Implementation and Reporting

Resources allocated to this strategic direction

Summary of progress

COVID-19 has impacted on activities the school intended to undertake in 2021 to support this Strategic Direction. The school will modify 2022 initiatives to incorporate those most affected by disruptions in 2021.

In 2021 a distributed instructional leadership model was undertaken to support ongoing improvement in student learning progress. This included the establishment of teams of teachers such as the Attendance Improvement Team and the Lesson Improvement Team to support, monitor and evaluate aspects of Strategic Improvement Plan (SIP). Initiatives supported by such teams had a greater impact than SIP activities without such support. In 2022 the school will increase the number of teams. In 2022 the Lesson Improvement Team will be strengthened with a ACIP Head Teacher Teaching and Learning with the aim of developing a whole school approach to ongoing improvement in teaching and learning.

In 2021 the school leadership monitored progress of the SIP at Executive meeting each Semester. In 2022 the monitoring will become more frequent to allow modification of activities when necessary. The monitoring will also focus on the impact on learning instead of focusing on evidence of activity.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To move from sustaining and growing (2020) to excelling in 2024 in the SEF element of Educational Leadership.	The leadership team has implemented structures within the school to develop a professional learning community that focuses on continuous improvement of teaching and learning. The leadership team has focused on building the capacity of the school to focus on monitoring the progress of student learning.
To move from sustaining and growing (2020) to excelling in 2024 in the SEF element of School Planning Implementation and Reporting.	The Strategic Improvement Plan (SIP) is the basis for school improvement. The school monitors a range of measures to gauge the effectiveness of SIP activities.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$105,647.00</p>	<p>Integration funding support (IFS) allocations support eligible students at South Grafton High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of a whole school community approach to support students with additional needs • In class support for identified students, supporting the achievement of both learning and IEP outcomes <p>The allocation of this funding has resulted in: Identified students working towards their IEP learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Supporting teachers with learning adjustments that will assist students achieve learning outcomes.</p>
<p>Socio-economic background</p> <p>\$968,640.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at South Grafton High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Lesson Improvement Program to support identified students with additional needs • engage with external providers to support student engagement and retention • employment of additional staff to support Dhjeuti Smart program implementation. • providing students with economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Multi-Lit program implementation. <p>The allocation of this funding has resulted in: Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> - Year 9 NAPLAN reading above statistically similar school groups (SSSG) - Year 9 NAPLAN numeracy above SSSG - Year 9 NAPLAN writing above SSSG - Average growth 7 to 9 NAPLAN reading above both average state and SSSG - Average growth 7 to 9 NAPLAN writing above SSSG - Average growth 7 to 9 NAPLAN numeracy above state - Teachers participating in Lesson Improvement Team (LIT) measured increase in student time on task - There was a reduction in reported behaviour issues from the classes of teachers participating in LIT

<p>Socio-economic background</p> <p>\$968,640.55</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy programs supporting the achievement of targets. Next year the programs will incorporate supporting students with extended written responses. In 2022 the school aims to continue with and expand the scope and breadth our LIT project.</p>
<p>Aboriginal background</p> <p>\$243,178.55</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at South Grafton High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist staff to support inclusion of Culture within the school • Engagement of Clontarf to support students <p>The allocation of this funding has resulted in:</p> <p>an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 64% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue with Clontarf in 2022, investigate programs to support Aboriginal female students and implement researched informed pedagogies to engage and support Aboriginal students in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$323,855.34</p>	<p>Low level adjustment for disability equity loading provides support for students at South Grafton High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$323,855.34</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The percentage of students at or above expected growth in NAPLAN reading is above that of both SSSG and state. The percentage of students at or above expected growth in NAPLAN numeracy is above that of both SSSG and state. The percentage of students at or above expected growth in NAPLAN writing is above that of SSSG. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$3,502.79</p>	<p>The location funding allocation is provided to South Grafton High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • incursion expenses <p>The allocation of this funding has resulted in: Due to COVID there were excursions. The funds were used to support day to day operation of the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will be continued to be used to support students.</p>
<p>COVID ILSP</p> <p>\$430,999.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in: The percentage of SGHS Year 7 students in the 2021 Term 4 Check-in assessment was greater than the SSSG in the domain of numeracy. The percentage of SGHS Year 9 students in the 2021 Term 4 Check-in assessment was higher than the SSSG in the domain of numeracy. The percentage of SGHS Year 8 students 2021 Term 4 Check-in assessment</p>

<p>COVID ILSP</p> <p>\$430,999.00</p>	<p>was higher than the SSSG in the domain of numeracy.</p> <p>The percentage of Year 7 students correctly answering the Term 4 Check-in assessment was greater than the SSSG in the domain of reading. The percentage of Year 8 students correctly answering the Term 4 Check-in assessment was greater than the SSSG in the domain of reading. The percentage of Year 9 students correctly answering the Term 4 Check-in assessment was greater than the SSSG in the domain of reading.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	282	317	353	380
Girls	237	247	297	330

Student attendance profile

School				
Year	2018	2019	2020	2021
7	85.2	88.1	88.2	86.8
8	88.1	84	87.9	76.3
9	85.9	82	83.9	76.1
10	82.7	84.5	81.1	75.7
11	78.6	83.2	82.9	67.1
12	84.6	92.2	85.4	78.4
All Years	84.3	85.1	85.1	77.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	5
Employment	4	13	46
TAFE entry	2	5	8
University Entry	0	0	41
Other	0	0	0
Unknown	0	31	0

Year 12 students undertaking vocational or trade training

42.86% of Year 12 students at South Grafton High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

93.7% of all Year 12 students at South Grafton High School expected to complete Year 12 in 2021 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)	44.9
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.28
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,537,046
Revenue	11,660,081
Appropriation	11,408,587
Sale of Goods and Services	60,315
Grants and contributions	189,321
Investment income	1,858
Expenses	-11,522,413
Employee related	-10,240,241
Operating expenses	-1,282,172
Surplus / deficit for the year	137,668
Closing Balance	1,674,714

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.

	2021 SBAR Adjustments (\$)
Targeted Total	105,647
Equity Total	1,535,675
Equity - Aboriginal	243,179
Equity - Socio-economic	968,641
Equity - Language	0
Equity - Disability	323,855
Base Total	8,394,356
Base - Per Capita	168,105
Base - Location	3,503
Base - Other	8,222,748
Other Total	698,490
Grand Total	10,734,167

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School performance - NAPLAN

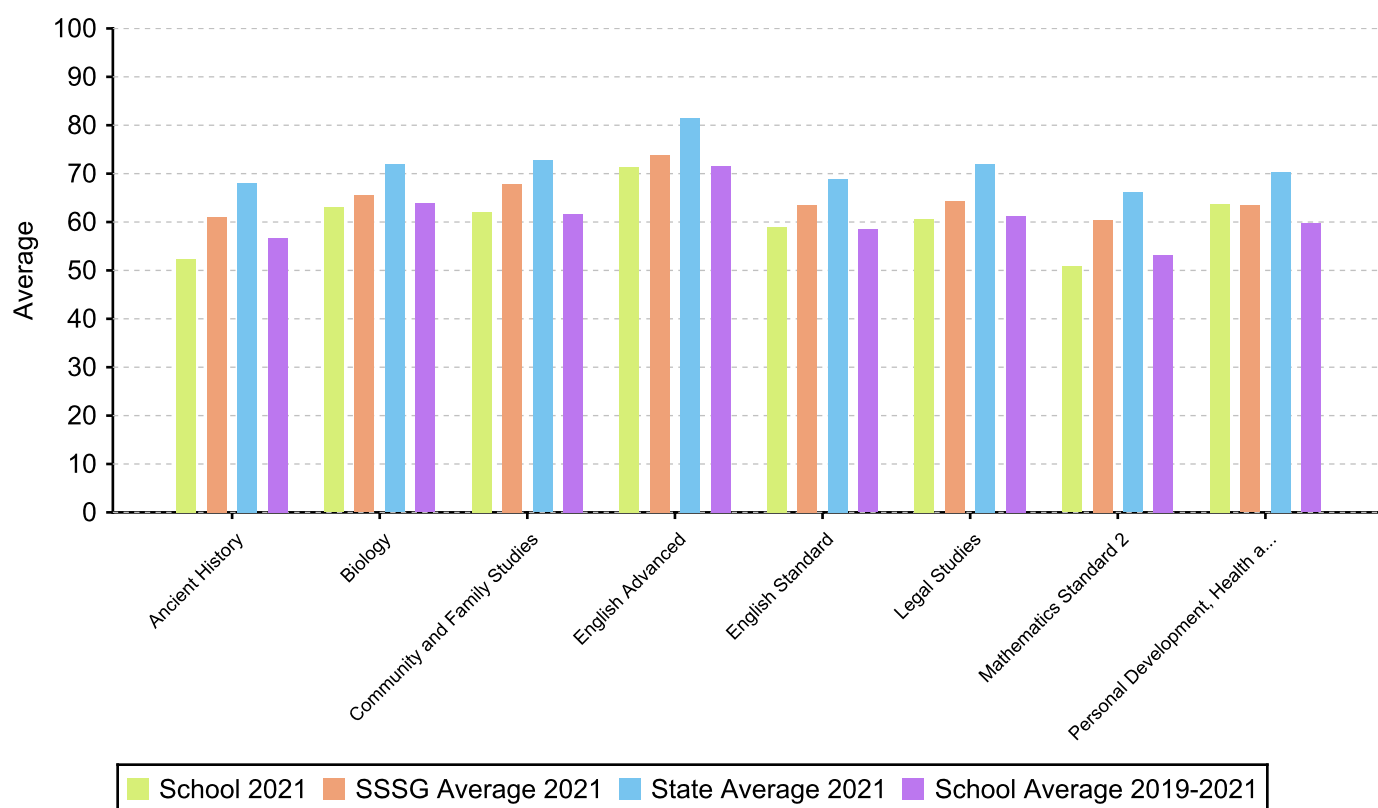
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	52.4	61.1	68.1	56.8
Biology	63.0	65.5	71.9	63.8
Community and Family Studies	62.0	67.8	72.7	61.6
English Advanced	71.3	73.8	81.4	71.6
English Standard	59.0	63.5	68.8	58.5
Legal Studies	60.7	64.4	72.0	61.2
Mathematics Standard 2	50.8	60.4	66.1	53.3
Personal Development, Health and Physical Education	63.7	63.4	70.3	59.7

Parent/caregiver, student, teacher satisfaction

In 2020/21 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 333 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 engaged by the DoE. Responses to the surveys are presented below. In the student surveys, the following areas were identified as possible areas of improvement:

- 45% of students indicated that they have a positive sense of belonging.
- 73% of students feel that they have positive behaviour at school
- 32% of students felt they were being intellectually engaged in class
- 19% of students stated they were interested and motivated in their learning
- 57% of students were planning to finish year 12
- 35% of students stated they were planning to go to university
- 40% of students stated that they are planning to do an apprenticeship

As a rating out of 10:

- Students rated advocacy at SGHS at 5.3
- Expectations for success was rated at 6.2.
- Positive teacher-student relations was rated at 5.3

In 2021 there was an increase in the teacher rating for Learning Culture and Data informed Practices. In 2021 88% of teachers at SGHS indicated that they had the knowledge required to engage with students on Aboriginal culture and histories.

In 2022 the school will work toward significantly increasing the number of responses from parents and care givers.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.