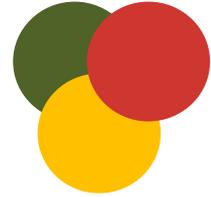


South Grafton High School Annual Report



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Introduction

The Annual Report for 2015 is provided to the community of South Grafton High School (SGHS) 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.

Mrs Megan Johnson
Principal

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Message from the Principal

In 2015 South Grafton High School has been an extremely busy place full of learning and exciting new initiatives. This year, particularly, has seen us endeavour to communicate across the Clarence Valley, all of the wonderful and sometimes unique opportunities that South Grafton High School offers. These include opportunities to explore innovative curriculum pathways for students within the local community and opportunities for students and community to have a real say in both school governance and curriculum development in order to engage them in leadership and learning. Importantly, to equip our students with the skills necessary to be effective 21st century learners, we have created professional development opportunities for staff with a strong and specific focus on team teaching and collaborative learning and working within a Positive Behaviour for Learning (PBL) framework.

From a systems perspective we have made changes to parent teacher evenings so that they fall in Terms 1 and 3 so parents and carers can communicate with their children's teachers during the Terms they do not receive written school reports. This means that information on student progress is given at least once per Term. This year we also trialled an expo type approach to our Year 6 to 7 information night to enable parents and carers to ask more individualised questions from staff about what is available at South Grafton High School for their child. The introduction of SENTRAL as an attendance and wellbeing software package has meant that parents and carers are informed of student absence via SMS daily and are also able to look at their child's attendance via the parent portal. In the future, access to school reports and assessment tasks will be available through the portal also.

Our Trade Training Centre for Construction is nearing completion and will be available to our students from the beginning of next year. As employment opportunities in the construction field have increased in the local area owing to the road and bridge construction and the building of the new gaol, these new facilities will be a valuable addition to our school and student's future employment prospects.

As a part of a front of school redevelopment, a bush tucker garden is being designed as a part of an HSC Aboriginal Studies major project.

In the Student Voice project we are exploring the opportunities for students to have their say. All students in Year 9 have participated in the Tell Them From Me survey and this data, along with student forum feedback, has been used to identify specific areas which students feel are important in school life. Student-driven action teams are being developed around these focus areas. Teaching and learning, student leadership and wellbeing are three of these



Picture drawn by Jazmyn Unwin

areas. Our student driven wellbeing team will commence at the beginning of 2016. We are currently investigating the purchase of Stymie, an app which allows bystanders to send anonymous notifications to relevant personnel in the school, about someone who they believe is being bullied or harmed. We also held RUOK day which is the national day of action dedicated to reminding people to regularly check in with family and friends and we installed an RUOK bench and garden to remind us all to look out for each other.

In regard to our Clarence Science Initiative (CSI) program, we were successful in our application for a grant via Schools Plus. The Yulgilbar Foundation has pledged \$50000 a year for the next 3 years to supplement this program. The program costs in excess of \$80000 a year to run and we are very grateful that such a generous donation has been made, as community feedback has been that the CSI program is a positive program for students both public and private in the Clarence Valley.

There has been a lot going on in science, technology and maths. Co-developed by a former student from South Grafton High, students in Year 9 from both Grafton High School and South Grafton High School will be undertaking the QubeRider (BOSTES approved) program in 2016. QubeRider provides students with a fun way to learn about space, science, electronics and coding. Students will be provided with the opportunity to code an electronics board to be launched into space via a rocket deployed from India to gather space data for their experiment. Approximately 30-40 students will participate in this exciting project.

We have introduced new academic scholarships for Year 7 in 2016 and beyond. Through an application process in Term 3 each year, principals of each South Grafton local area primary school will select one academic student in Year 6 for the South Grafton High School academic scholarship, which will pay for that student's Year 7 school fees. One of these nominated students each year will be selected by all principals for the South Grafton High School Academic Bursary, which will pay for that student's school fees for their entire schooling at SGHS from Year 7 through to Year 12. These scholarships and the bursary will be presented by the Principal of South Grafton High School at the relevant student's primary presentation day each year.

School background

School vision statement

To create a culture of excellence and innovation and instill the values of safety, respect, responsibility and personal best that will inspire lifelong learners.

School context

South Grafton High School is a rural, comprehensive, co-educational high school where 20% of students identify as Aboriginal or Torres Strait Islander. With "Excellence and Innovation" central to our ethos, we aim to foster successful learners who are confident, creative individuals and active, informed citizens. This will be achieved through continuous improvement and development of leadership potential whilst embedding our core PBL values. South Grafton High School is part of the Grafton Community of Schools, which allows the community to cater for student needs through a collaborative decision-making cycle.

The school seeks to be firmly grounded in our local community with strong links to universities, TAFE, local business, and volunteer organisations. We aim to provide opportunities that allow students to develop a high standard of excellence and provide equity of opportunity for all members of our school. Our school aims to provide learning environments that cater for individual student learning needs.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

LEARNING

South Grafton High School is delivering a learning culture and excelling in the area of wellbeing. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours appropriate to their age and level of understanding, as expressed in the Behaviour Code.

This is achieved through our PBL structure. This year we have developed a consequences matrix, evaluated the PBL program, a member of our PBL team has become the learning hub coordinator for our area and the whole staff have participated in the reboot 1 program at a staff meeting and school development day. Parent and community behaviour expectations have been developed in collaboration with Parents and Citizens (P&C) and these have been communicated via the newsletter and placed in community access areas such as the main entry foyer, the Principal and Deputy Principal's offices. Visual stimulus such as matrix signage, PBL flags, lion head signs, classroom visual posters and a house points scoreboard communicate the school's core values.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. We have revised the school's welfare implementation guidelines to align with PBL and the PBL committee, which has representatives from each faculty, meets fortnightly. An anti-bullying app, Stymie will be launched at SGHS in 2016, which allows anonymous electronic reporting of bullying behaviours.

School programs address the needs of identified student groups and the school encourages students to recognise and respect cultural identity and diversity. Special interest electives are offered in Years 9 and 10 and HSC courses are delivered according to student choice. Aboriginal students have been involved in the Titans 4 Tomorrow program, the GCoS NAIDOC celebrations, the Yarning Circle, Bangarra Dance, the Schools Spectacular and dance visits to local primary schools. An Aboriginal Education Committee (AEC) has been established at the school, which meets fortnightly.

Attendance rates are regularly monitored and action is taken promptly to address attendance issues with individual students. The Head Teacher Teaching and Learning is responsible for the monitoring of attendance. This year has seen the introduction of the new software application, SENTRAL which allows period by period roll marking and SMS notification to parents and carers of student absence. The Head Teacher Teaching and Learning follows up absences in excess of 3 days with emails and phone calls. Parents and carers are able to use SENTRAL to check the attendance of their child through logging on to the parent portal. On the reward side, attendance certificates are handed out termly for those students who have 98% attendance or above and are also invited to a principal's tea party annually with their parents/carers.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. This year we have undertaken a review of the self-select class procedures.

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. The welfare committee meets fortnightly, which includes the Head Teacher Welfare and year advisers. Students have established a Wellbeing and Support, Mentor, Inspire, Listen, Encourage (SMILE) team to mentor other students in the school. An anti-bullying committee is currently developing and reviewing anti-bullying implementation guidelines. Bendigo Bank and volunteers assist in the running of a breakfast club every morning of the school week from 8.30am in the school hall. The Rural Fire Service continues to run its sports program and the Titans 4 Tomorrow program assists Aboriginal students in attendance, learning and career planning. The learning support team meets weekly and case manages students with specific learning needs.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. Sixteen Year 9 students were involved the Youth Frontiers program which allowed students to develop a project that benefitted the community. These projects were then presented to the Grafton community. Students were also involved in the Core of Life program and the Tackling Violence program aimed at preventing domestic violence. Five Aboriginal students were also involved in a PCYC program to increase school engagement and attendance and develop cultural awareness.

In the area of curriculum and learning, SGHS is sustaining and growing. Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school actively collects and uses information

to support students' successful transitions. This is achieved through utilising the learning and support team, offering students ATAR and Non ATAR pathways, offering vocational education and school to work pathways. Involvement in the Clarence Valley Industry Forum (CVIF) and the Stellar program assist in offering the most diverse learning opportunities possible within the Clarence Valley and beyond.

The school has an effective plan for student transitions in place. Year 6-7 information nights, orientation days and Term 4 transition classes have all assisted student transition. The Year 7 adviser is selected a year in advance to ensure the student/ teacher relationship is developed with all students transitioning to the school.

Teachers differentiate curriculum delivery to meet the needs of individual students. This year, differentiation toolkit training occurred with all staff to assist teachers with differentiating lesson and assessment tasks.

Curriculum provision is enhanced by learning alliances with other schools and organisations. The Clarence Science Initiative, which involves Years 5 and 6 students and the Science Fair are two such learning alliances. The school was also involved in the University of Newcastle Career Aspirations longitudinal study and the Australian Indigenous Mentoring Experience (AIME) program with Southern Cross University.

Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities. Some additional programs that students have been involved in include Dunbe drumming, Premier's Debating, chess competitions, the Science and Engineering Challenge, Tournament of the Minds, the Maths Olympiad, the HSC booster day at UNE, Science in the Bush and SRC Camp

In assessment and reporting, South Grafton High School is working towards delivering. Individual student reports include descriptions of the student's strengths and areas of growth. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. A reporting review was initiated when the SENTRAL system was introduced. Parents are updated on the progress of their children with the introduction of Terms 1 and 3 parent teacher interviews and Terms 2 and 4 issuing of reports. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

In student performance measures the school is working towards delivering. Our NAPLAN and HSC results remain below state level, but have improved over the past 12 months.

TEACHING

The school is working towards delivering in the area of effective classroom practice. Teachers regularly review and revise teaching and learning programs. Stage 6 accountability folders are monitored each term. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Some staff will undertake instructional leadership training in 2016 and 10 staff have completed the Teacher Talk program, which is discussed further in Strategic Direction 1.

Data skills and use is working towards delivering. Teachers analyse and use student assessment data to understand the learning needs of students. Head teachers analyse HSC data annually and staff have a data requirement in their accountability folders. NAPLAN and HSC data informs the school's learning goals and the school monitors progress towards them via the school plan

The school leadership team regularly uses data to inform key decisions. There is minuted executive meeting discussion of data analysis and future directions. Senior executive utilise Business Intelligence tool data.

In relation to collaborative practice the school is sustaining and growing. Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

All staff are involved in creating Professional Development Plans (PDPs) and goal setting. Staff continue to be actively trained in differentiation.

South Grafton High School is delivering in the area of learning and development. Teachers participate in professional learning targeted to school priorities and their professional needs. The Head Teacher Teaching and Learning monitors whole school teacher professional learning in line with the school plan. All paid positions in the school go through an expression of interest process. Teachers actively share learning from targeted professional development

with others. One staff member, who was trained in Non-Violent Crisis Intervention, has now trained 40 of our staff. Other staff members regularly share their knowledge with others through delivering school development day seminars

The school is working towards delivering in relation to professional standards. Teachers are committed to their ongoing development as members of the teaching profession. Staff participate in school development days, have undertaken training in SENTRAL and wellbeing and 4 staff have been trained in EdVal, our new timetable software.

LEADING

In the area of leadership, SGHS is delivering. Parents and community members have the opportunity to engage in a wide range of school-related activities. There is parent representation on committees such as the finance committee and the school planning committee. The school community is positive about educational provision. Community forums have been held to gauge community perceptions of educational delivery. Subject selection and information evenings are held for Stages 4 into 5 and Stages 5 into 6.

The school is committed to the development of leadership skills in staff and students. Student Action Teams such as SMILE, Student Leadership is Koori Kids (SLIKK), Student Representative Council (SRC) and the holding of annual student forums have been instrumental in giving students a voice.

Leadership development is central to school capacity building. SGHS hosted a Clarence Valley seminar day focused around leadership and delivered by Graeme Valler.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students as demonstrated by our involvement in the CVIF, Stellar, Freshstart, TAFE, AIME and Bendigo Bank.

The school community is committed to the school's strategic directions and practices to achieve educational priorities. Extensive consultation has been sought from the school community to have input from into school planning processes, including phone and web based survey, community forums and P and C meetings. The school is working towards delivering in the area of school planning, implementation and reporting. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school acknowledges and celebrates a wide diversity of student, staff and community achievements through our PBL awards system and through the development of a promotions and marketing committee.

Monitoring, evaluation and review processes are embedded and undertaken routinely. This year there has been a review of assemblies, roll call and special interest groups.

The school is working towards delivering in relation to school resources. Systematic annual staff performance and development reviews are conducted through the PDP process and associated meetings and observations using teacher standards. Accountability folders are in place for all teachers of Stage 6.

Workforce planning supports curriculum provision and the recruitment of high quality staff. Under Local Schools Local Decisions the school has employed staff to target specific areas of the school plan, including a Head Teacher Teaching and Learning and the employment of an Operational Paraprofessional Technology.

In relation to management practices and processes, South Grafton High School is sustaining and growing. The school leadership team communicates clearly about school priorities and practices. Notices are published on SENTRAL daily and a newsletter is emailed or posted once per week to our community.

Administrative practices effectively support school operations and the teaching and learning activity of the school. The school undertook to restructure the running of NAPLAN in the school this year.

Accountability practices are tied to school development and include open reporting to the community. This year has included a review of implementation guidelines on the school website – including subject selection, welfare, playground duty, excursions, anti-bullying, ICT, Bring Your Own Device (BYOD), attendance, core values and PBL policies.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. The introduction of the SENTRAL software system for management in the school of attendance and behaviour monitoring and the ensuring that all school staff are supported to develop skills for the successful operation of administrative systems has been essential to improved communication.

Strategic Direction 1

Highly Effective Teaching and Engaging Learning

Purpose

Enabling teachers to develop and implement highly effective teaching practices, skills, and strategies to ensure engaged learning for all students. All teachers are expected to establish a collaborative and consistent environment in all classrooms; underpinned by the PBL core values.

Overall summary of progress

Engaging Learning for All

Positive Behaviour for Learning (PBL)

A school wide independent evaluation was conducted by the PBL Head Teacher, Tamworth Educational Services Team, which suggested that the PBL matrix was revised to contain updated language. It also suggested a revisit of the matrix and utilisation of expectation descriptors for all the expectations, illustrating them explicitly with photographs. These were to be posted in all areas of the school including the front office, canteen, walkways stairwells, hall and playground. A recommendation to make videos of the appropriate behaviour for use in lesson delivery was also made. All of the above evaluation suggestions were completed in 2015. School learning support officers, office staff and canteen volunteers were included in PBL training in order to empower them to use the common language and have the explicit descriptors of the expectations for referral.

The PBL team revisited lesson plans and reviewed and updated the lessons with relevant teaching applications. A designated time each week that the PBL lessons will be taught consistently across the school has been structured during special interest group time. Data was analysed to identify lesson focus areas and identify systems that need reviewing.

Signage of procedures to deal with inappropriate behaviours have been posted in all settings and the school community has access to the systems and expectations. These expectations are linked back to the school core values of Take Responsibility, Show Respect, Personal Best and Stay Safe. A PBL consequences matrix was developed and is on display in all areas of the school.

Teacher Talk

This BOSTES registered program requires teachers attend 3 whole day workshops and undertake 4 observed lessons/conferences focusing on the skills covered in the workshops. The content of the program focuses on classroom management and instructional strategies. Teachers are required to reflect on their practice and the theory provided, with the goal of supporting staff through implementation of new skills in these two areas. The overarching goal of the program is to reduce the stress for teachers in managing classrooms, and also implementing strategies to improve engagement levels in their classes.

SGHS had ten participating teachers in 2015 and all have completed their conferences successfully. All participants have demonstrated the skills we are focusing on, and have enthusiastically implemented the instructional skills and strategies modeled in the program. A particular strength of the teachers at South Grafton High School is their ability to build positive, cohesive relationships with students by using the winning over techniques we have been focusing on.

Differentiated Learning

During 2015 professional learning sessions, staff were trained in the utilisation of a differentiated toolkit. Differentiation is the right of each pupil to be taught in a way specifically tailored to their individual learning needs. The process of differentiation, consequently, is the adjustment of the teaching process to meet the differing learning needs of the pupils, and it involves every teacher having sufficient, appropriate knowledge of the students, plus the ability to plan and deliver suitable lessons effectively, so as to help all students, individually, to maximise their learning, whatever their individual situation. The kit uses Bloom's Taxonomy as a platform for differentiation.

Strategic Direction 1

Student Action Teams

The purpose of this project is to transform teaching and learning through the development of an authentic model for a student centred school which is flexible and adaptable to a wide variety of contexts. Leadership in participatory learning, through engaging student voice in multiple ways is the cornerstone of this multifaceted and multilayered project. However student voice alone is not enough to transform schools; strong instructional leadership and a powerful interrelationship between student voice, teachers' professional learning and reflective practice are vital. A student forum was held in Term 1 involving 60 students to allow students to highlight the future directions that South Grafton High School should take. An outcome of this forum has been the forming of the SMILE team involving Year 11 student mentors being trained in the area of wellbeing. This program, developed by a group of senior students at the school, can provide social support, positive reinforcement, alternatives to drugs/alcohol (such as fitness, music, arts and others stress relieving activities), self-esteem and confidence building activities, ways to deal with bullying and strategies for dealing with anger outbursts.

Progress towards achieving improvement measures		Resources (annual)
Track the 2015, 2016 and 2017 Year 7 cohort overall attendance rate, and maintain at or above 87% over the next three years.	In 2015 the Year 7 cohort overall attendance rate was 89%. This target was met with the setting of term targets for each year group and the issuing of attendance certificates for above 98% attendance in line with PBL rewards. The introduction of SENTRAL to track attendance has also had a positive influence on attendance through the streamlining of systems (see Strategic Direction 3)	.2 HT allowance head teacher (HT) Teaching and Learning \$25,436.20 Attendance certificates, SMS, phone calls \$755
Percentage decrease of partial attendance rates from 5% to 3.5% over a three year period.	<ul style="list-style-type: none"> • Percentage decrease of partial attendance rates dropped from 5% in 2014 to 3% in 2015, exceeding our target by .5%. • Staff training in use of differentiation toolkit Term 2, 2015. Differentiated learning training for all staff prepared for presentation day 1, 2016. • PBL consequences matrix developed and visual stimulus and lessons re teaching specific behaviours developed. All staff following PBL consequence matrix and modeling and demonstrating PBL matrix. • Restructure NAPLAN organisation • Tell Them From Me results Year 9 evaluated and anti-bullying implementation guideline developed and involvement with Safe Schools Coalition begun • SLSO funding, Learning And Support Teacher (LAST), Multilit, peer reading and Djehuti Smart • 2 staff attend BOSTES VET Stage 5 work studies training 	PBL SET and response \$5000 Staff release \$1000 SLSO funding \$121000 TPL \$2000
Annual data from the Tell Them From Me survey indicates improvement in the area of intellectual engagement from 29% of Year 9 students in 2014 to 38% (state norm) in 2017.	Year 9 level of intellectual engagement reported remained relatively static between 1 st Term survey and Term 3 survey results at 28%.	2 days release staff member to run survey with students \$ 960

Strategic Direction 1

Next steps

Positive Behaviour for Learning (PBL)

PBL lessons will be integrated into our school timetable in 2016, with lessons delivered every three weeks via prepared scope and sequence, as a part of special interest groups.

Special interest groups will be reviewed at the end of Term 1 2016 to gauge their success.

A house points system will be developed to tie into our PBL system, with a focus on rewarding targeted behaviours. The PBL team will meet with the wellbeing student action team to set common directions. A student forum, led by the wellbeing student action team will be held in Term 2, 2016 to assist in setting future PBL and wellbeing team directions.

Differentiated Learning

This is an online, self-paced course with support from a trained tutor and attendance at a minimum of four compulsory tutor-led workshops. Participants complete the required work online over the course duration of 12 weeks or more with ongoing access to the course materials after completion. The course will develop a participant's knowledge and confidence and provide strategies for personalising learning and support in regular classrooms. Six teachers from South Grafton High School and six teachers from Grafton High School will be completing this course in 2016.

Teacher Talk

Due to the success of the program in 2015, we are building capacity in the school to continue to offer the program in 2016 and beyond. We will offer the extension program (Instructional Strategies) in Term 1, 2016. Teachers who have completed the Teacher Talk Foundation Program will be able to enroll in this program, and once completed, may indicate their interest in completing the training to become a Conference Accredited Teacher (CAT) in their respective schools. This will build capacity as the CATs will be able to conduct the conferencing requirements of the program for participants in 2017 and beyond. They will also have Instructional Leadership capacity should the school wish to utilise this.

Student Action Teams (SAT)

Early in 2016, Year 11 students will be completing a full day of peer mentor training in the library. They will then be paired up with a junior student to mentor as a part of the program SMILE. This team will also be releasing the Stymie anti-bullying app in March 2016 as a part of the national day of action against bullying. The team actions and its milestones will be reported on in Strategic Direction 2, Building Community Relationships and Rapport from 2016.

Extended Writing

During 2016 there will be a focus on improving extended writing across the school. An analysis of SMART and RAP data has indicated that this is the area of focus needed in order to improve student achievement. In Term 1, 2016 staff will complete a NAPLAN writing test which will then be marked according to marking criteria, so all staff gain an understanding of what students are expected to achieve. A staff and executive meeting-presentation of Year 8 focus areas for extended writing based on Year 7 NAPLAN results in 2015 will be completed in April/May 2016.

Two literacy consultants will be employed to assist the school in a whole school review of literacy programs and their efficacy, with a focus on extended writing and reading tasks for Year 8 students initially, and then progressing through all years. A whole school goal in regard to extended writing will be a focus of all staff professional development plans for 2016.

Strategic Direction 2

Building Community Relationships and Rapport

Purpose

To establish an inclusive and responsive relationship amongst all stakeholders including teachers, students, parents/carers, community, educational partnerships, and industry links.

Building a school community that provides strong support to inspire and empower students to achieve their personal best.

Overall summary of progress

Celebrate

Staff engage in and enjoy the success of our students, develop and enhance community partnerships where possible, and seek to promote South Grafton High School and its values to a wide audience.

Community Forums

To help achieve educational goals, the school held a community forum to allow the community to have input into the future directions of South Grafton High School. Working with local community is vital to the success of students, the value a school has within a community and the important role the community plays in students' education.

As agreed by the promotions committee, three separate community forums were formed to determine feedback and community responses and perceptions of the school and its strategic directions. These forums were advertised in the newspaper, on radio and in school newsletters. The Principal, a teaching staff representative and a School Administration Officer were in attendance at each forum. The same series of open ended focus questions were posed at each session.

Attendance was low, particularly at the 4pm session. 28 people attended in total. There were 3 time periods set for parents and the South Grafton Community to attend; 10am, 4pm and 7pm.

The feedback that has been addressed in 2015 is as follows:

"The website background is not a good image for the school."

The promotions committee ran a contest for the students to design a new background for the website and the winner was rewarded with a prize at our fortnightly assembly.

"The front of school is difficult to access, having to be buzzed in"

The front of school upgrade will be completed by the end of term 1 2016 to enable direct community access to office reception.

"we like the positive postcards"

The runner up design from the website background competition will be used as a new design for postcards in the future. There have also been preliminary discussions held with a photography company to design new postcards involving Year 7 annually. All prospective Year 6 students were given a copy of the design to colour in as a part of their orientation pack.

"CSI and self-select programs are positive"

The Clarence Science Initiative will continue to run, thanks to a generous donation from the Yulgilbar Foundation of \$50000 per annum for the next three years. This will significantly assist in the ongoing funding of the initiative. There has also been a 'Platinum class' created for 2016, where an entrance exam was designed as a part of the process to determine suitable academic candidates.

Strategic Direction 2

Communication

The website has promoted future and current events running in the school and in the wider community, both locally and further afield.

Students can access Department of Education policies and school implementation guidelines, currently being updated, from the website.

Students and parents can access SENTRAL from their own computers or phones to view the attendance of their children period by period. An SMS is also sent daily to parent's mobile phones if a student has been absent for all or part of a day.

Partner primary schools are given access to the Platinum class application form from the website. Gifted and Talented Educational Opportunities (GATEO), via the website, will be available from the end of 2015 for 2106.

A link is provided for the Stellar project for parents and students to access from SGHS website.

Intra school projects are provided by accessing Moodle with student passwords, which can also be accessed via the website.

Students' projects and achievements are promoted through regular posts on the website as well as galleries via curriculum, programs and extra-curricular links on the website. The Indonesian sister-school project was viewed via our website, before the school travelled to Australia this year.

The Titans 4 Tomorrow reward day was also publicised as a community event on the website.

By keeping the website maintained regularly, every school day, the community can be involved with what is happening at SGHS. Activities placed on the website are also posted on our school's Facebook page and in our weekly newsletter, which is emailed and posted to parents. Every Tuesday the local newspaper also publishes activities in the school. This will help to improve communication between the community and the school.

Community Involvement

Acknowledge Aboriginal culture and its relationship to our school.

The AEC was established at South Grafton High School in 2015. The purpose of the committee was to meet every fortnight to discuss anything Aboriginal education related within SGHS. All staff were invited to be involved in the committee and the committee now consists of a wide range of staff and community members who all have a keen interest in Aboriginal education and want the best for Aboriginal students. The committee has discussed; scholarships, traineeships, summer and winter schools, student welfare, Aboriginal awards, NAIDOC celebrations, SLIKK and the Aboriginal Dance Ensemble. Programs offered to our students have included; Solid Mob and AIME, the Titans 4 Tomorrow (T4T) and the Yarning Circle. The aim of the committee is working together to achieve the best outcomes for Aboriginal students and collaborating with the whole school community and specifically the local Aboriginal community to improve educational outcomes for Aboriginal students at the school.

Two programs that have promoted and involved South Grafton High School the most in 2015 have been the Titans 4 Tomorrow program and the Aboriginal Dance Ensemble. The Titans 4 Tomorrow program involved the school through the organisation of a BBQ to meet the local community. They also organised, in collaboration with the school, the Titan's Sports Day which was held on the 4th of December, 2015. This involved the police, the Cancer Council, Headspace, Aboriginal Legal Service and Aboriginal Medical Service, SGHS Business Studies class and all school students, parents and carers coming together as a South Grafton High School community.

The Aboriginal Dance Ensemble organised and participated in a number of events over the year of 2015 to help promote SGHS. This included the following;

Aboriginal Dance Ensemble and SLIKK;

- organisation and running of the NAIDOC whole school assembly.

Aboriginal Dance Ensemble;

- performed at the opening of the Lindt Project at the Grafton Regional Art Gallery
- NAIDOC celebrations at St. Joseph's Primary and the New School of Arts

Strategic Direction 2

- opening performance for the Regional Dance Festival, Coffs Harbour
- SGHS hosted the Regional Bangarra Dance workshop
- four South Grafton High School students were selected for the State Aboriginal Dance Company
- fourteen South Grafton High School students performed as part of the State Aboriginal Dance Ensemble at the 2015 Schools Spectacular
- performed at the South Grafton Community of Schools Performing Arts Night
- performed at the art gallery for the opening of the Cranes art exhibition
- performed at the opening ceremony for the Indonesian exchange students.

The Aboriginal Studies students and the Sports Lifestyle and Recreation Year 11 and 12 classes, along with SLIKK, organised and ran the Community of Schools Traditional Games Day to celebrate NAIDOC.

AIME

This program is run out of Southern Cross University, Coffs Harbour and is held once a term. Southern Cross University students mentored and tutored SGHS students in a variety of areas such as public speaking, culture, poetry (hip hop), art and resilience. A group of Year 9 students choreographed and performed a dance for all the AIME participants. One student was chosen to represent South Grafton at the finals held in Sydney. Youth Directions shared the cost of a bus with SGHS and Grafton High School. There was no cost to the students. All Indigenous students look forward each year to attending the AIME program.

Research and Planning

The school engages with research practices, ,expertise from other schools, internal expertise and community experts to support implementation and evaluation of teaching

Rural Fire Service (RFS) Secondary School Cadet Program

This program was delivered every Wednesday during sport in Term 2 by local NSW RFS volunteers with support from a teacher. The program gave students the opportunity to experience the training and service ideals of the NSW RFS. Students learned new and practical skills and how to work as part of a team. The program offered a level of camaraderie and a sense of community involvement.

There were 22 students who participated in the program in 2015. These students gained practical life skills such as basic first aid; they demonstrated leadership, teamwork and initiative skills. Students also learned the qualities of community responsibility and service. This program delivered, in a very practical way, with students learning to operate equipment used by volunteer fire brigades. The students have learned about fire behaviour, fire safety, the role of emergency services and basic fire- fighting skills.

Stellar

Stellar is an initiative of the CVIEF, designed to improve university participation rates in the region. CVIEF brings together a range of partner organisations in a whole of community approach to enhance educational outcomes. Improving educational outcomes is seen as a key measure, to address socio-economic disadvantage in the Clarence Valley. The specific partners for the Stellar program are;

- Southern Cross University (SCU)
- University of New England (UNE)

Objectives of Stellar are ;

- an increased knowledge and understanding of higher education and career options
- build confidence and motivation towards higher education
- improve academic readiness for higher education
- partner with teachers, families and community to assist students to reach their potential for higher education

Stellar provides a suite of activities that are designed to progressively deepen understanding and knowledge about higher education and its contribution to different careers.

In Year 7 Stellar offers 'Recipe for Success', an in school workshop facilitated by Burn Bright. Role models (SCU

Strategic Direction 2

and UNE students) share their experiences to encourage motivation.

In Year 8, students visit the Lismore campus of SCU and take part in a challenge race designed to help them explore the university and student life, assisted by university mentors. They work in teams and have an opportunity to build skills and confidence, as well as knowledge.

In Year 9 there are two main activities, university days (presentation based), where role models share their experiences and encourage young people to follow their passion and build confidence and the overnight visit to UNE. This offers 50 students from each school the opportunity to visit and stay on campus and take part in a full program of learning and recreational activities.

In Year 10 a wide range of careers are outlined through “speed dating” style activities.

Although Stellar is positioned within the equity and diversity programs of Southern Cross University, places on the Stellar program are offered to a whole school community and not targeted to any particular group. This is a deliberate strategy by the CVIEF partners who are keen to ensure that the program is linked with a universal approach to aspiration and achievement rather than a welfare agenda.

Transition

South Grafton High School’s school to work program (STWP) provides a number of vocational learning initiatives and opportunities to empower students in their transition and career planning. The STWP follows the Department of Education’s commitment to supporting students in their successful transition from school to further education, training and employment. Students from Years 9-12 have been involved in the program ranging from students who have been disengaged from their studies to students seeking ATARs.

Transition from Years 6-7 has also been supported, with research showing that students who are apprehensive about starting school benefit from a longer term orientation program. In Term 4 2015 a graduated program for these students operated at SGHS with support from primary and secondary teachers and SLSOs.

Progress towards achieving improvement measures		Resources (annual)
Improve annual community forum attendance numbers each year for 3 years from 28 in 2015.	This was the first of the community forums held over the three years. 28 people attended.	\$ 1500 forum venue and advertising \$500 website design promotion prize \$85000 CSI \$35000 for front of school upgrade
Increase the number of Indigenous community members in attendance at SGHS Aboriginal Education Committee meetings.	The school has achieved better coordination of Aboriginal programs through the establishment of the AEC. The success of the number of programs and groups held within the school that promote and focus on Aboriginal Education and South Grafton High School have been mentioned in the community involvement section of this report. The Department of Education Aboriginal Community Liaison Officer and AECG president regularly attend these meetings. The AECG president actively promotes attendance at the school AEC meetings.	\$60000 for the Titans 4 Tomorrow program. Casual Relief for Bangarra Dance, NAIDOC games at Alamy Creek - \$1500
Increase percentage of students participating in work experience in	SGHS is committed to supporting students in their successful transition from school to post school options, including further education, training and employment.	\$1100 for training for the Transition Adviser 0.2 Career Teacher

Strategic Direction 2

Years 9 and 10 from 9% in Year 9 to 15% by 2017 and 15% in Year 10 to 30% by 2017.

Our work experience program is integral for students in planning future pathways, exploring career opportunities and building networks and connections.

In 2015 10% of Year 9 students participated in work experience and 21% of Year 10 students. We are on our way to meeting our 2017 targets.

6 students were involved in the 6-7 transition program in Term 4. Students and parents have indicated that the longer orientation to the school has had a positive impact on reducing the anxiety of entering high school.

LST release for Transition Days - 1 day per week for the term. \$4800

Next steps

Community Forum

The main areas to consider going forward relate to:

- Personal invitations to be issued to all partnership organisations so they need to RSVP. This is to increase the participation rate from various partner organisations
- Continue with radio, newspaper and newsletter advertising
- Follow up the forum with a paper survey of the same questions at the Term 1 parent teacher evening following the community forum.

Rural Fire Service (RFS) Secondary School Cadet Program

This program should continue as there is no cost associated to South Grafton High School to run and students are exposed to a unique volunteering experience. Students who have participated in the program in previous years have gone on to join the RFS once reaching the minimum age requirement.

Stellar

The main areas to consider going forward relate to:

- Widening scope. Students would like to explore a wider variety of courses through Stellar. This could include information about options at different universities or TAFE. They are keen to be shown how an interest in an area such as science or engineering could lead to careers in a wide range of roles, and what different directions might mean in terms of school subject choices.
- Offering choice. By Year 9 some students have already determined an orientation towards science or arts subjects, or have a sense of a career preference. The current structure of the university visit was reported to be somewhat prescriptive and it was suggested that students would prefer to identify or select from a list of areas in advance to create a more tailored experience.
- University experience and student guides. Some groups were keen to have a 'real' experience of university and suggested sitting in on actual teaching by academic staff. They were also keen to meet with students from a variety of disciplines to talk about their courses. It was reported that the student guides were all from the Education faculty and preparing to become teachers.
- Students commented that group sizes were large and they benefited from active small group sessions. Lecture (talking at) formats such as the law session were less popular.
- Catering. Almost all focus groups and many surveys mentioned some aspect of catering. Although they enjoyed pizza, some variety would have been appreciated.

Ideas to consider going forward:

- Continue to build the Stellar program through local community engagement

Strategic Direction 2

- Offer a wider range of ways for parents to get key information, such as websites, webinars and questions and answer sessions at schools
- Trial opportunities for families and Elders to visit and experience university. Stellar could assist Clarence Valley families to navigate and get the most from either bespoke visits or open days. If actual tours are too costly, a virtual tour/dvd might be an option, especially if presented at a family forum where face to face discussion was used to personalise and bring alive the experience.

Transition Program

The South Grafton High School goal is to increase the percentage of Years 9 and 10 students participating in work experience and this will be enhanced by the establishment of the SGHS Career and Transition Team (CAT) and the staff member who has attained the role of Transition Adviser for 2016.

The CAT team will use a collaborative effort to ensure the planned provision of career and transition support for young people at school. The team will operate in a learning community context that extends beyond the school.

The CAT team acknowledges that effective and on-going student career development really needs a whole school approach. The team will determine relevant and appropriate career education programs and activities which best meet the needs of students via case referral.

Outline:

- Weekly meeting to organise the direction of the SGHS CAT team
- Targeting disengaged students
- Case management – focus on Years 9 & 11
- Year 9 work experience
- School to work plans
- Pathways to senior school
- Personalised Learning Plans

The Transition Adviser will support targeted students, particularly those most likely to disengage early from education or training and plan their transition from school.

Strategic Direction 3

Building capacity through efficient and innovative systems

Purpose

Creating consistency through efficient and innovative systems which ensure a school ethos of high expectation and procedure to support excellence of practice by the South Grafton High School community.

Building leadership capacity at all levels of the school community to develop a culture of excellence and innovation.

Overall summary of progress

SENTRAL

Training in the use of SENTRAL has been a focus for the twilight series of staff development in 2015. Firstly, to up skill staff in the application of period by period rolls marking and the change in systems for markbook and wellbeing following into reporting in 2016.

All teaching staff are required to mark rolls in SENTRAL on a period by period basis which means all staff are using SENTRAL within the school.

The rollover from the RISC system for recording both positive and negative incidents occurred in Term 4 of 2015. Further training is being provided to engage and up skill staff to balance positive and negative entries.

Parents will be given access to SENTRAL for attendance and reporting from 2016, along with student access which will increase the usage of SENTRAL.

Positive Incident Reports

Targets for the increase in positive entries have been met in 2015. Up skilling of staff, and as a focus for the PBL team, to engage and empower staff usage of the new system will provide a greater emphasis on maintaining a strong system of rewarding students for positive behaviour, especially those associated with the core values of South Grafton High School. Providing user friendly instructions for SGHS staff in the best practice for recording positive behaviour will ensure that the targets are met by 2017.

Decrease in long and short suspensions

Short suspensions have fallen slightly with a 3.9% decrease in 2015 in comparison to 2014 (233 compared to 224). However, there has been a 12.1% increase in long suspensions in 2015 in comparison to 2014 (115 compared to 129). A change in executive leadership has ensured consistent following of Department of Education policy and guidelines in the suspension of students due to inappropriate behaviour.

Evaluation of 2015 data against 2016 data next year will give a better indication of progress in this area.

Leadership

Expression of Interest positions

All positions within the school advertised and a formal process of application and interview is now being practiced. This has seen an increase in the number of staff applying for relieving and other positions within the school. On average 2-4 staff have applied for each position and been selected on merit. This encourages the development of staff skills in merit selection and ensures the best candidate is selected for internal relieving positions.

Participation in whole school committees

Along with traditional committee representations such as finance and executive committees, restructuring of some committees and the development of new committees has seen an increase in the number of staff representation across the school.

Restructuring of the PBL and GATS committees has resulted in more staff participating in school projects and infrastructure. The PBL committee has a representative from each faculty, along with staff representation from administration and SLSOs, to embed PBL principles in all aspects of the school.

Strategic Direction 3

The development of new committees has occurred as a result of recognising needs within the school and working towards sound educational outcomes for all students.

Graeme Valler Leadership seminars

Leading a High Performance Culture: Facilitator Graeme Valler M Ed , BA, Dip Tch

The course provided training for aspiring leaders in:

- Reviewing a school's performance and development practices
- Leading performance and development with school teams
- Self-reflection, professional conversations, and goal setting
- Effective feedback supporting development.

This led to the following outcomes for staff:

- An increase in their knowledge and skills relating to leading a performance and development culture to improve outcomes
- Building their capacity to lead improvement in a team culture
- Work with tools to manage professional conversations, goal setting and feedback to support development
- Plan their own areas for development.

Clarify Expectations and Building a Common Purpose Using Professional Dialogue

This second course provided training for aspiring leaders in:

- Using evidence as a starting point in the school development cycle
- Using teacher inquiry
- Developing a culture of collective responsibility using collaborative tools, effective questioning and professional dialogue (emotional intelligence)
- Setting priorities.

This led to the following outcomes for staff:

- To explore a model of school improvement and characteristics of a learning community
- Develop skills in leading evidence to build collective responsibility including analysing assessment results
- GAP analysis
- Environmental scanning
- Using teacher inquiry
- Use tools to build collective responsibility and ownership.

Managing Conflict

This third and final of the Graeme Valler workshops provided training for aspiring leaders in:

- Minimising conflict through planning and communication
- Mapping the conflict/ designing options
- Resolving conflict
- WIN /WIN
- Emotional response to conflict
- Mediation, negotiation, conciliation or arbitration

This led to the following outcomes for staff:

- An increase in their knowledge and skills, minimizing conflict and managing resolutions
- Building confidence in managing emotional responses
- Developing skills in managing processes that lead to successful mediated and negotiated solutions.

Strategic Direction 3

Progress towards achieving improvement measures

Resources (annual)

Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Staff to actively utilise SENTRAL markbook, Reporting, Wellbeing and Attendance	<p>All teaching staff are required to use SENTRAL to mark daily, lesson by lesson rolls. This has been successfully implemented as required daily practice in 2015.</p> <p>From Term 4 2015 all staff are required to use Wellbeing to log all positive and negative incidents and no longer use the RISC system.</p> <p>SENTRAL markbook and reporting will commence in 2016 and will replace the SM marks reports. The first set of reports will be the year 12 reports in Term 2, 2016.</p>	\$ 8000 purchase of SENTRAL
Percentage increase in the overall positive incident reports from 39% to 50% by 2017.	2015 had a total of 8897 positive entries. 5123 were recorded in the RISC program and 3774 in the SENTRAL program. There were 44% positive incidents recorded, which is a 5% increase for 2015.	
Decrease in overall number of long and short suspensions by 20% by 2017.	<p>Short suspensions in 2015 compared to 2014 have fallen by 3.9% (233 in 2014 and 224 in 2015).</p> <p>Long suspensions have increased by 12.1% (115 in 2014 and 129 in 2015).</p>	
Overall increase in the number of applicants for Expression of Interest positions and participation in whole/inter school committees over the next three years from 2015.	<p>EOI positions have increased substantially with an average of 2-4 applicants applying for positions within the school. EOIs in 2015 have included; relieving HT PDHPE, relieving HT Welfare, relieving HT Senior Studies, relieving HT HSIE, relieving HT Science, relieving Deputy Principal, Transition Advisor and Casual Coordinator.</p> <p>Participation in whole school committees include the newly established Aboriginal education committee, anti-bullying committee, marketing and promotions committee, gifted and talented committee and reports committee. Restructure of the PBL committee has ensured representation from all faculties and staff including SASS and SLSO representatives. Restructure of GATS has ensured a greater focus and staff representation.</p>	

Strategic Direction 3

Next steps

SENTRAL

Changes in systems to SENTRAL have required intensive training for all staff and continue to be monitored and evaluated according to the needs of all stakeholders. Access and training for students and parents/carers will continue to improve the use of SENTRAL, which ensures easy access to student information and progress, including attendance and positive incident entries.

Staff training is ensuring the appropriate and intensive application of SENTRAL to provide an outstanding platform of record keeping and information sharing with students and parents/carers. SENTRAL allows staff to maintain a focus on PBL as an integral part of teaching at SGHS.

Whole school focuses within the PBL framework can be supported with the SENTRAL system in a user friendly and effective way, which will lead to an increase in positive entries.

All staff are now using SENTRAL on a daily basis and are becoming more efficient in the use of SENTRAL. In Term 1 of 2016 there are 186 parents who have registered to use SENTRAL. These parents will have access to real time attendance data, positive incidents and school reports by mid-2016. There are 500 active student users of SENTRAL with 70 log ins per week (Monday – Friday) being made.

Positive Incident Reports

The change to the SENTRAL system from RISC to record positive entries, in Term 4 of 2015, has increased the number of positive entries.

To support this, in 2016, the PBL team will continue to develop a whole school program to deliver the PBL matrix and expected behavior, incorporating focus lessons and focus behaviour. As part of this program staff will look to reward these positive behaviours of students with a positive entry. Along with the revised CALM reward system, an increase in the number of positive entries will remain on track.

Decrease in long and short suspensions

The reduction of short and long suspensions will require further review. Although there has been a slight decrease in the number of short suspensions, there has been an increase in the number of long suspensions. This is mostly due to adhering to Department policy and guidelines for student misbehavior and subsequent required suspensions for repeated misbehaviour. Looking towards alternative education programs and a greater emphasis on the support and rehabilitation needs of those most at risk are needed when addressing future outcomes of this improvement measure.

Leadership

Building Leadership Capacity in the School

In the last several years there has been a number of staff seeking promotion positions and successfully attaining those positions. The school has identified that there needs to be ongoing discussion surrounding the continual succession planning for leadership positions within the school, to ensure sustainability in the management and organisation of the school. The building of leadership capacity within the school is a project to be led by the deputy principals. This project will start with the discussion of the necessity of classroom teachers and executive to aspire to leadership positions. A network within and across schools will be initiated to support and encourage staff into leadership positions (including accreditation at Highly Accomplished or Lead and aspiring to promotion positions). The project will utilise specialised staff such as Head Teacher Instructional Leadership and Principal School Leadership to aid in the provision of teacher professional learning.

PDPs

School, faculty and personal goals are set in Term 1 and the first observation will be completed by the end of Term 2. In mid-term two the mid-cycle review/self-assessment of PDPs will take place and will be monitored by head teachers.

The second observation will be completed by the end of Term 3. Term 4 will see completion of the annual review for each staff member of their PDPs, which will then be stored centrally as PDFs.

Self-Assessment tool

Once the Self-Assessment tool is available for use in schools, this tool will be integrated into the set procedures at SGHS. Self-Assessment tool training will commence in late Term one or early Term 2, based on availability. This will ensure the implementation guidelines will be uploaded to the Self-Assessment tool in 2016.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>South Grafton High School is privileged to have an Aboriginal Education Officer (AEO) who is a proud local Gumbayngirr man whose role in the school is to promote Aboriginal Education within the school and local community. He also supports staff, students and parents in all things related to Aboriginal Education. South Grafton High School has also employed an Aboriginal Support Teacher who has coordinated the Norta Norta Program, the Titans 4 Tomorrow program, assisted students with Aboriginal based traineeships, helped the applications of winter and summer schools, and ensured Personal Learning Plans (PLPs) for each Aboriginal student were updated and complete. The Aboriginal Support Teacher is also a member of the Learning Support Team at the school to ensure programs and alternative options were offered and implemented for Aboriginal students referred to them.</p> <p>Australian Indigenous Mentoring Experience</p> <p>The Australian Indigenous Mentoring Experience (AIME) program was one initiative offered to our students to increase engagement in their learning and also build a relationship with other close networks within our community (Strategic Directions 1 and 2).</p> <p>NAIDOC Celebrations</p> <p>South Grafton High School organised a NAIDOC celebration with our Community of Schools. The Traditional Games Coordinator trained the Aboriginal Studies classes and the Sports Coaching students in a range of different traditional games. These students were split into groups where they led a traditional game for primary school children to play. This day enabled the students from the</p>	<p>The AEO and the Aboriginal Support Teacher positions at South Grafton High School have enabled teachers to develop and implement highly effective teaching practices, skills and strategies to ensure engaged learning for all students, but in particular for our Aboriginal students (Strategic Direction 1 – Highly Effective Teaching and Engaging Learning). This has been done in consultation with teachers with PLPs and teaching programs. All teachers know that they can approach either the AEO or Aboriginal Support Teacher to discuss the learning or welfare issues of any student. This also enables our school community to develop a culture of excellence and innovation (Strategic Direction 3 – Building Capacity through Efficient and Innovative Systems)</p> <p>By having these two positions in the school constantly liaise with teachers, students, parents, carers and the local community, it ensures an inclusive and responsive relationship. This allows the whole school community to provide a strong support network to inspire and empower our students to achieve their goals (Strategic Direction 2 – Building Community Relationships and Rapport).</p> <p>AIME is a program run by Southern Cross University. Ten students from South Grafton High School attended the university four times throughout the year (once per Term). They were mentored by university students in culture, public speaking, poetry, hip hop, art, resilience and study across the KLAs.</p> <p>Celebrating NAIDOC with the Community of Schools has encouraged a relationship and rapport with other schools from around our area. This is an effective way of transitioning primary school students to our school in future years. It also demonstrates to the community and other schools that South Grafton High School is committed to Aboriginal Education and the wider community (Strategic Directions 1, 2 and 3).</p>	<p>\$133,970</p>

<p>Community of Schools to come together and celebrate Aboriginal culture during NAIDOC week.</p> <p>Norta Norta</p> <p>Norta Norta also improved Aboriginal outcomes for students participating in Norta Norta funded initiatives (more than 5 students).</p>	<p>Seven qualified teachers funded through Norta Norta (Individual Component) tutored 35 senior students. Their tutoring decreased the number of letters of concern students received compared to 2014 and assisted students in preparation, time management and subject support. Indigenous students were also connected with School Based Apprentice Traineeship (SBAT) opportunities. A number of employment agencies inform SGHS when school based traineeships are advertised. Traineeships which are identified for Aboriginal students are offered to those interested in the traineeships. Students were mentored and supported by the Norta Norta tutors throughout the application process. Six students were successful in gaining traineeships.</p> <p>Sixteen Aboriginal students began their HSC studies in 2014 Term 4. With the assistance of the Norta Norta tutors and as part of a team effort all 16 students finished their HSC year. With support of Norta Norta tutors one student attended the WEX (Work Experience in Canberra with the public service) and 3 students attended Summer and Winter schools at UNSW and Sydney University. Aboriginal Background needs based funding was also used to supplement the Norta Norta Individual program.</p> <p>Two Aboriginal Student Learning Support Officers (SLSOs) funded by Norta Norta (NAPLAN) worked with students on numeracy skills in Djehuti Smart and literacy in the Multilit program as well as in class support for identified students and classes. This program led to academic improvement in NAPLAN test results.</p>	<p>\$36,638 (Individual)</p> <p>\$62,299 (NAPLAN)</p>
<p>Community Development Employment Projects (CDEP)</p>	<p>This funding was utilised to employ 2 Aboriginal workers in school 4 days per week, one as a general assistant and one as an SLSO</p>	<p>\$88072</p>
<p>English language proficiency funding Employment of SLSO</p>	<p>SLSO support in the classroom was given to 2 students who met the criteria for this funding to assist in their language development and understanding.</p>	<p>\$20,045</p>

<p>Socio-economic funding</p> <ul style="list-style-type: none"> - Clarence Science Initiative - Operational Paraprofessional - Teacher Talk Program - School Administration Officer - Structural upgrades 	<p>This funding has been expended on the partial employment of our Clarence Science Initiative teacher to run the CSI program. It has employed a Head Teacher Teaching and Learning and this position focussed on improving attendance and academic outcomes in 2015. An operational paraprofessional was also partially employed from this funding to assist in maintaining and upgrading technology in the school. A classroom teacher was employed .2 to run the Teacher Talk program and a teacher was employed .2 to coordinate the North North program. A school administration officer was employed .8 to manage BOSTES, make appointments and assist deputy principals with administrative duties. This funding also assisted in the upgrade of some school facilities, including the construction of a pottery shed to replace lost demountables, the establishment of a special education staffroom, an upgrade to the school's front entrance, and the installation of air conditioning in the hall. These programs are expanded on in the strategic directions reports.</p>	<p>\$601,927</p>
<p>Low level adjustment for disability funding</p> <ul style="list-style-type: none"> - Employment 2.5 Learning and Support teachers - Employment of 4 School Learning Support officers <p>This funding was used to employ 2.5 Learning and Support Teachers (LAST) and 4 School Learning and Support Officers (SLSO) to support students in the classroom and through the running of Multilit, Peer Reading Tutoring and Djehuti Smart literacy and numeracy programs</p>	<p>Parents are invited with students to information, transition, review, Individual Education Plan, enrolment, and return from suspension meetings to discuss individual students' learning and support needs. SLSOs often act as advocates for students with additional needs on an on-going basis and assist in facilitating these processes. Goal setting for individuals with additional learning and support needs is encouraged in all of the above settings.</p> <p>Additional Programs such as Stellar, Your Tutor, and Career Aspirations have been implemented in order to engage more students. Parents and carers are informed via newsletters, notes, and reports about various programs and they and their students are invited to celebrate student successes in all programs.</p> <p>Additional SLSOs have been employed to assist teachers in classes across the KLAs. They also assisted in intensive literacy classes in Years 7 and 8 and implemented literacy and numeracy withdrawal programs. SLSOs assist students to stay on task and thus complete more work, which in turn translates into achieving more outcomes. SLSOs assist students with learning and support needs to attempt assessment tasks</p>	<p>\$ 251,253 (LAST)</p> <p>\$ 123,510 (flexible)</p> <p>\$138,281 (integration)</p>

<p>Literacy</p> <p>Students who need additional support in literacy are identified at SGHS by;</p> <ul style="list-style-type: none"> - Literacy screening tests (Year 7 English classes) - Teachers - Learning & support team - Parents - Self-referral. 	<p>& assignments in various settings and at various times, including lunch times, senior study lessons and in Multilit super groups in addition to normal class time.</p> <p>Assistance is given in providing special provisions for students during tests and exams. Required adjustments are developed by individual classroom teachers in response to individual education plans for students with a disability. Student information is located in SENTRAL, as well as in the Learning and Support folder which is accessible by staff on the SGHS staff intranet. The folder contains detailed information related to identified disabilities and syndromes as well as individual student profiles with hyperlinks to the former, as well as individual reading assessments.</p> <p>Year 7 students and new enrolments (identified from above) are individually assessed by learning and support teachers. Higher levels of support require more individualised programming and more resources. Literacy classes (Years 7 and 8) in 2015 were English classes with two teachers plus an SLSO where possible.</p> <p>Learning and Support Teachers oversee six school learning support officers (including Nortá Nortá) and 27 Year 10 trained Peer Reading Tutors reading 20 minutes every morning one-to-one with a student who is behind in reading.</p> <p>Twenty students who were two or more stages below their peers in reading had the opportunity to be tutored at their own level, using programs that were individualised by Learning and Support Teachers. Multilit consists of short one-to-one intensive sessions with an SLSO training students in word attack skills, working on both accuracy and rate (automaticity). Assessments were completed to identify students who could benefit from this program, which also uses graphs and levels so that students can visually represent and track their own progress.</p> <p>Forty-four students from Years 7-10 were put into groups with a Learning and Support Teacher working with them on their literacy goals and assessment tasks, while SLSOs conducted the one-to-one Multilit session with each student.</p> <p>Students also received support to complete over 200 assessment tasks, reducing stress</p>	
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<p>Numeracy</p> <p>QuickSmart is a withdrawal program which was facilitated by trained SLSOs to improve student outcomes in mathematics, by increasing automaticity in basic numeracy operations. In 2015, 18 Year 7 students were tutored.</p>	<p>for students who have limited literacy skills and might not otherwise attempt the tasks. The use of technology is also supported. Students are encouraged to set their own literacy goals and select activities to achieve them.</p> <p>NAPLAN results show growth rates for 25 Year 9 students who have participated in SGHS reading programs (and attended SGHS in both Year 7 and Year 9) of 50.2 points which is 13.6 points above the state average and 14.8 points higher than the SGHS average growth in Reading. In addition to this, Multilit students achieved the highest growth in both Reading and Spelling and 2nd in growth for Grammar & Punctuation. Four of the top 10 growth in Reading and Grammar & Punctuation were Multilit students and three of the top 10 growth in Spelling.</p> <p>NAPLAN results show growth rates for 30 Year 9 students, who have previously participated in the QuickSmart program, of 54.6 points which is 7.0 points above the state average growth in Numeracy.</p>	
<p>Support for beginning teachers</p> <ul style="list-style-type: none"> - 1 beginning teacher first year - 2 beginning teachers second year 	<p>All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors.</p>	<p>\$21,177</p>
<p>Other school focus areas</p>	<p>Impact achieved this year</p>	<p>Resources (annual)</p>
<p>Community engagement funding</p> <p>To foster partnerships between schools, parents and the local community that reflects the best interest of the students</p>	<p>This funding came late in 2015 and will be utilised in 2016 on hosting our annual community forum, workshops for parents and carers on SENTRAL, website navigation and email, running the Tell Them From Me Survey with community and Year 6-7 transition activities.</p>	<p>\$22,500</p>

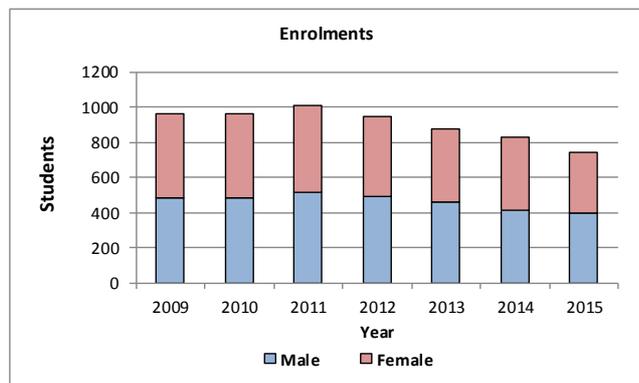
<p>Schools Plus Yulgilbar Grant</p> <p>Through the Schools Plus Smart Giving program, our CSI program will be partially funded by the Yulgilbar Foundation at \$50,000 per annum until the end of 2017</p>	<p>This grant pays for the partial employment of a classroom teacher at .8 to run the CSI program at South Grafton High School for Years 5 and 6 students in the Clarence Valley.</p>	<p>\$50,000</p>
<p>Titans 4 Tomorrow</p> <p>The goal of the Titans program is increased Aboriginal students' attendance, participation and engagement in learning.</p> <p>During 2015 Prime Minister and Cabinet offered South Grafton High School the services of the 'Titans for Tomorrow' (T4T) program. Once a month 3 to 4 T4T trainers (including a male and female psychologist) would work with South Grafton High School students for 2 days a week.</p>	<p>The following was achieved this year;</p> <ul style="list-style-type: none"> - Counselling, support, self-esteem and cultural education for 'At Risk' boys and all Indigenous girls - Supporting Multilit and Djehuti Smart programs and their participants - Team teaching P.E. classes - Transition programs for Year 12 students - Supporting staff to develop programs for identified 'At Risk' students and their parents - Hosting a community BBQ - Supporting SLIKK to fund raise and promote their program - Providing incentives/prizes for the students who met goals and achievements - In-class support on request of either students or staff. - On the last day of the program T4T sponsored and participated in a whole school touch football carnival to which the Grafton community were invited. Many families participated. Year 11 Business Studies students used their skills to run mini businesses providing all the food, drink and extra activities. Attendance would improve on the days the T4T program was running in the school. 2015 was intended to be the settling time and a program using data and information from 2015 was to be run in 2016. Unfortunately the funding for the T4T program is, at the moment, unable to continue into 2016. 	<p>\$60,000</p>

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

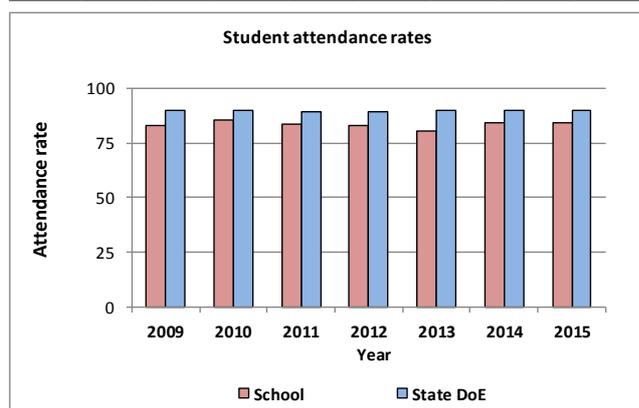
Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	482	483	519	489	459	412	396
Female	483	483	489	462	418	419	350



Student attendance profile

	Year	2009	2010	2011	2012	2013	2014	2015
School	7	86.7	89.7	88.3	85.1	85.1	90.1	89.1
	8	81.5	86.8	87.0	83.5	82.2	86.1	86.0
	9	83.8	83.8	81.8	83.5	82.7	83.3	81.9
	10	82.3	84.9	79.4	81.5	79.0	81.7	80.5
	11	80.8	81.4	80.2	79.1	76.9	83.4	84.0
	12	83.0	85.4	84.8	84.4	78.8	85.2	87.4
	Total	83.0	85.4	83.7	82.7	80.6	84.4	84.5
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



Student attendance is monitored by the Head Teacher Teaching and Learning. The introduction of SENTRAL to track attendance and notify parents of absences via SMS occurred in 2015. Fortnightly appointments are held with the Home School Liaison Officer to case manage students who are non-attenders. The rewarding of good attendance at 98% or higher through termly certificates and an annual morning tea with the principal and invited students and parents has also been implemented in 2015.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	8	41	19
employment	5	18	12
TAFE entry	1	5	6
university entry	0	0	35
other	35	15	15
unknown	2	6	13

In 2015, 127 students were candidates for the Higher School Certificate (HSC).

35% of the students were offered undergraduate courses of study to a variety of tertiary institutions in NSW, Queensland, ACT and Victoria. Patterns of study included arts, international studies, nursing, education, social work, economics, exercise and sports science, media and communications, social work, clinical exercise physiology, criminology, theatre and performance, language and international business and psychological science.

Of the students who gained offers to NSW tertiary institutions, many chose to apply through the early entry programs that were available to them. 40.6% of students were successful in gaining entry to the University of New England and 29% gained entry to study at Southern Cross University.

Students who didn't seek university placement are involved in a variety of post-secondary school options. These include study at other tertiary providers and seeking casual, part time or full time employment.

2015 saw a number of students choose to have a gap year after completing their Higher School Certificate.

Year 12 students undertaking vocational or trade training

In 2015 57% of the Year 12 cohort were engaged in undertaking vocational education training. This included TAFE vocational education and training courses including Aged Care, Automotive, Beauty Industry, Children's Services, Hairdressing, Music, Screen and Media and Tourism.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015 51% of Year 12 students obtained vocational education and training qualifications. Courses included Construction, Hospitality, Metal and Engineering, Primary Industries, Retail Services and Sports Coaching.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	37.6
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	12
Other positions	6.2
Total	74.3

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Aboriginal employees comprise 7% of the school's workforce. The Aboriginal team consists of an Aboriginal education officer, Aboriginal school community education officer, two junior North North tutors and a temporary general assistant.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

Professional learning and teacher accreditation

In 2015 there were 75 teachers at South Grafton High School (SGHS). Of these a quarter were accredited with BOSTES as professionally competent, a tenth were working towards professional accreditation and the remainder started teaching before 2004 and so will not require accreditation until 2018. \$50605 was spent on professional

learning external to the school which represents \$674 per teacher.

44 teachers took part in professional learning activities that required physical attendance outside of school development days (SDD). The school also promoted the online registered training available on MyPL which was utilised by several staff to meet their learning goals.

As part of the school plan, SGHS arranged specific training to meet identified needs:

- Ten staff took part in the Teacher Talk program to improve lesson delivery. This was a substantial course delivered over several days that represented 20 hours of registered professional learning.
- Four staff were trained over three days by Edval to use their timetabling software. This training represented 18 hours of registered professional learning.
- Ten executive or aspiring executive staff attended two days of leadership development training by Graeme Valler at SGHS.
- A member of staff was trained to become a Non Violent Crisis Intervention (NVC) instructor and subsequently trained 40 staff in NVC during school development time.

During the year all staff were given mandatory training on the code of conduct, in anaphylaxis, child protection and the introduction of personal development plans. All staff subsequently planned, revised and completed their personal development plan as required. Ongoing training was given for senior executive, subject executives and those in specialist roles such as careers and counselling.

In 2015 SGHS staff requested that the school apply to vary the final two school development days (SDDs) and replace them with four three hour 'Twilight' training sessions at the end of the school day. Staff were then given the choice of whether to attend these sessions or to come to the standard school development days on the 17th and 18th December. This was the first year that South Grafton High School had run alternatives to the final two SDDs and it was a huge success, with most people attending all four twilight sessions. The variation allowed SGHS to source training providers that would be difficult to engage on the final two days, when so many other schools are seeking the same training.

Outside training providers that attended our twilight school development days included the Safe Schools Coalition, NSW police, Graeme Valler, Stellar and Cybersmart.

A significant proportion of each twilight school development session in 2015 was devoted to seminars that allowed staff members to choose training appropriate to their learning goals. Some of these sessions were presented by outside providers, whilst many utilised the skills of colleagues.

Following the introduction of the SENTRAL school management system and at the request of staff, each twilight development session contained opportunities for teachers to train in the use of SENTRAL. Other professional learning opportunities offered during the twilight school development seminars included cultural awareness opportunities presented by our AEO, consultations on the school plan, opportunities for staff to visit and learn about curriculum resources such as the agricultural area and techniques to reduce workplace pressure and stress.

Two temporary teachers sought accreditation at proficient level in 2015. Seventeen teachers are maintaining at proficient level and one staff member is seeking accreditation at highly accomplished level. One permanent beginning teacher utilised several release days with their supervisor and a professional learning day with a teacher from another school was also undertaken. This staff member also accessed several extra-curricular opportunities to further develop their teaching practice.

Financial information

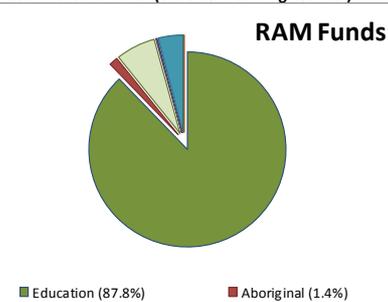
Financial summary for 229 (SAP) schools

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Funds received through the Resource Allocation Model (South Grafton High School)

Component	RAM
Base	7,137,500
Location	5,932
Other Base	7,131,568
Equity	1,130,705
Aboriginal	133,970
Socio-Economic	601,927
Language	20,045
Disability	374,762
Equity Transition	-
Targeted Total	596,648
Other Total	428,485
Total	9,293,337



	2015 Actual (\$)
Opening Balance	469,259
Revenue	9,876,789
Appropriation	9,525,624
Sale of Goods and Services	38,933
Grants and Contributions	296,504
Investment Income	7,340
Gain and loss	-
Other Revenue	8,389
Expenses	(9,459,281)
Recurrent Expenses	
Employee Related	(8,681,751)
Operating Expenses	(777,530)
Capital Expenses	
Employee Related	-
Operating Expenses	-
Surplus/Deficit for the Year	417,509
Balance Carried Forward	886,767

South Grafton High School has a finance committee with parent and teacher representation which meets at least once a Term. Owing to a decline in student enrolment, there has been a corresponding reduction in funds received.

Funds available have been saved for planned capital expenditure in 2016, being the construction of a pottery shed to replace lost demountables, the construction of a new special education staff room, an upgrade of the entrance to the school and installation of air conditioning in the hall.

School performance

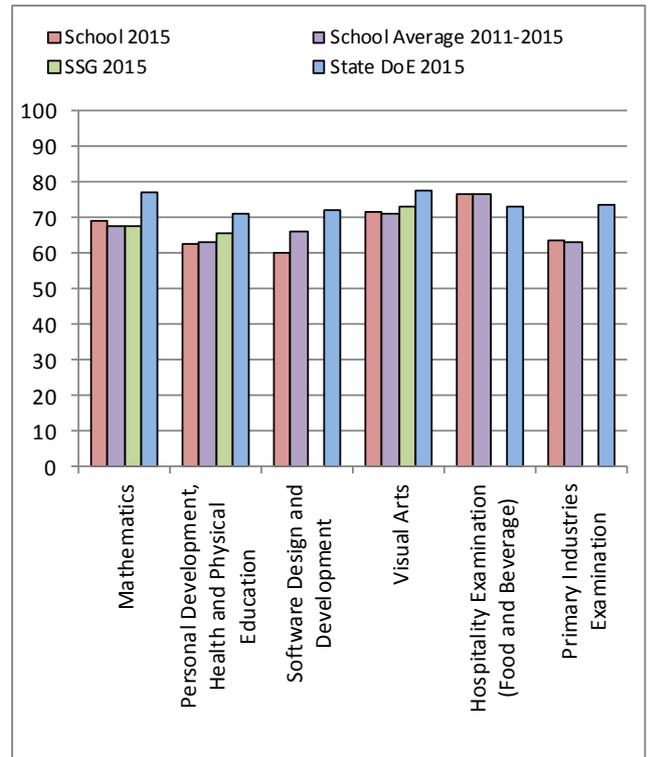
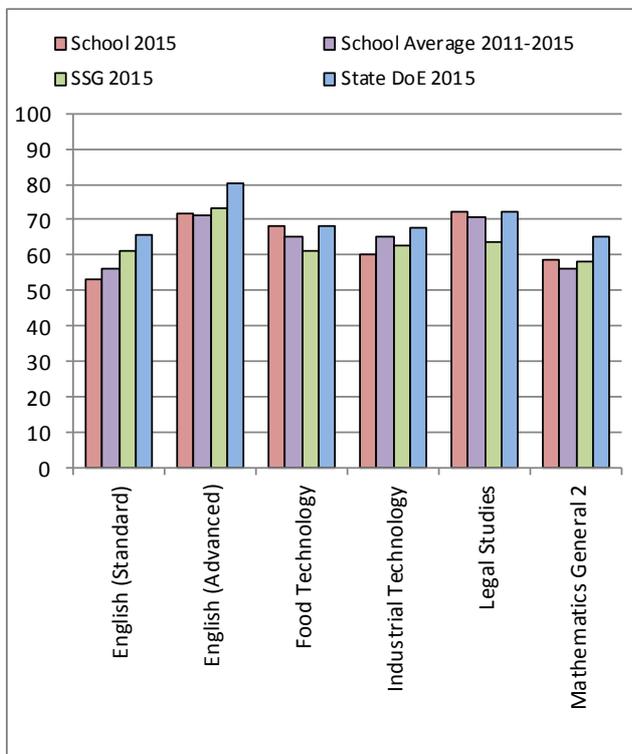
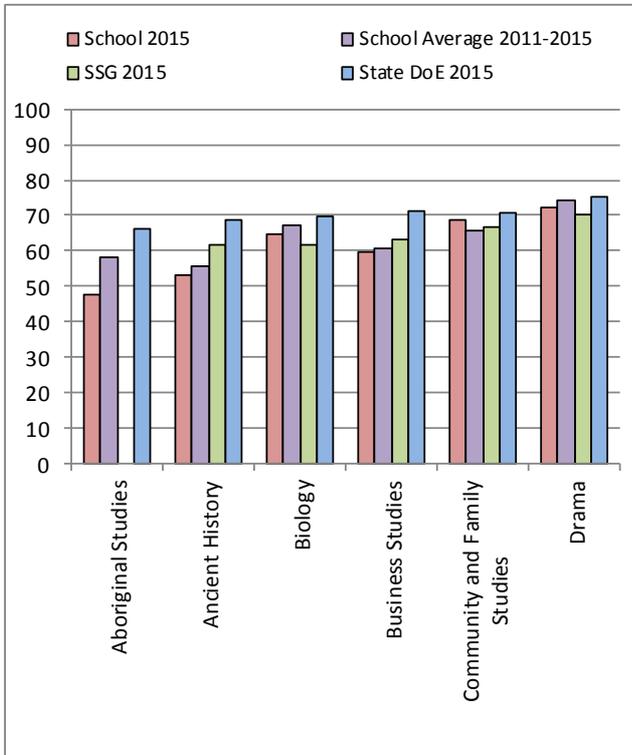
NAPLAN

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



2015 saw slightly weaker performance than usual at South Grafton High School and results in some subjects reflected this. However, many subjects achieved overall results above long term trends at South Grafton High School. These subjects were Community and Family Studies, Mathematics, General Mathematics, English Advanced, Hospitality, Food Technology, Visual Arts, Primary Industries and Legal Studies. Hospitality results were particularly impressive in that they exceeded state average.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015 this was achieved through the 'Tell Them From Me' surveys. These surveys are conducted within the school on computers by the Year 9 students and via the internet for teachers and parents/caregivers. It is coordinated by The Learning Bar, a research consortium employed by the Department of Education.

In the student surveys, the following areas were identified as possible areas of improvement:

As a percentage:

- 36% of students have a positive sense of belonging.
- 28% of students said they felt they were intellectually engaged.
- 19% of students stated they were interested and motivated in their learning.
- 44% of students were not confident of their skills and found English, Mathematics or Science challenging.
- 21% of students felt they could not do well in their school work.
- 39% of students had aspirations of completing a trade or apprenticeship.

As a rating out of 10:

- Students rated advocacy at SGHS at 2.5 and advocacy in the wider community, including at home at 4.3.
- Positive student/teacher relationships were rated 4.8.

In the Parent/Caregiver survey the areas identified as areas for improvement were:

- The parents/caregivers feelings of being informed, and
- The inclusiveness of the school.

More specifically;

As a rating out of 10:

- Parents rated their ability to speak with the school principal 5.5
- That they were well informed about school activities was rated 5.7
- Parents did not feel they were informed about their child's social and emotional development, or their child's future opportunities, rating them 4 and 4.4 respectively.
- Parents also felt that the school did not create enough opportunities for students who learn at a slower pace with a rating of 5.3.

In the teacher survey, areas identified by the staff as potential areas for improvement were:

- School leadership – particularly in the areas of providing useful feedback about, and help in the improvement of their teaching practices.

- Learning culture – student engagement within the class was specifically identified.
- Teaching Strategies – teaching staff identified that students were not regularly (weekly) receiving written feedback on their work.
- Parent involvement – Parents rarely asked to review and comment on their child's work.

Policy requirements

Aboriginal education

An initiative that has come from the implementation of the Aboriginal education committee is a Yarning Circle. The Yarning Circle is focused on Aboriginal girls, where senior girls become mentors to the junior girls of the school. These girls come together one lunch time once a week and talk and learn to knit with numerous female staff members.

Another initiative that is present within the school is the roll call group which comprises of Aboriginal students. The group allows the roll call teacher and Aboriginal staff to inform students of fundamental information. It is also a chance for pastoral care to take place and a time when staff can check on the attendance and welfare issues of our students.

The Year 7 site study day is a mandatory excursion that takes place annually for all Year 7 History students. The HSIE staff, along with the AEO organise the day, where the students visit a number of different local Aboriginal sites relevant to the Gumbaynggirr and Bundjalung people. The day enables students to learn about our local history and develop a deeper understanding and appreciation for Aboriginal culture.

The Aboriginal Dance Group – Guja Murra has had another successful year. The group performed at many events throughout the year. This included: the opening of the Lindt Project at the Grafton Regional Art Gallery, NAIDOC celebrations at St. Joseph's Primary and the New School of Arts, opening the Regional Dance Festival held at Coffs Harbour, performing at the South Grafton Community of Schools performing arts night, dancing at the Grafton Regional Art Gallery for the opening of the Cranes art exhibition and performing for our Indonesian sister school visit. The school was fortunate to host the Regional Bangarra Dance Company workshop at our school which was a fantastic opportunity for our students, who were taught choreography from the Bangarra dancers. This resulted in four of our students being selected for the State Aboriginal Dance Company. Fourteen of

our students also were lucky enough to perform as part of the State Aboriginal Dance Ensemble at Schools Spectacular.

The Aboriginal Dance Group, together with SLIKK, organised and ran the NAIDOC whole school assembly as well. This event has become an annual event, where the whole school community comes together and celebrates. This involves the Elders from the community and their families, as well as parents/carers, staff and students.

Multicultural Education and Anti-racism

South Grafton High School has been part of the Australia-Indonesia BRIDGE project since 2013. The aims of this project include strengthening the Asian language capabilities of Australian students and building intercultural understanding among teachers and students in Australia and Asia. In July, 2014 two staff members participated in a two week study tour to Indonesia which included a visit to our BRIDGE sister school, SMAN 2 Sampit in Central Kalimantan. The teachers also had the opportunity to visit our other sister school, SMAN 1 Tangerang which is located close to the capital of Indonesia, Jakarta. During this visit initial planning was made for SMAN 1 Tangerang to visit South Grafton High School in 2015. SMAN 1 Tangerang has made two previous visits to our school the first in 2010 and the second in 2012. The 2015 visit occurred during Jacaranda festival week and was once again a very successful visit. The group of nineteen students and 3 staff, including the Principal, were hosted by students and staff of SGHS. Highlights of the visit included a dance performance by the Indonesian students at the Jacaranda festival, an Aboriginal painting class with Wendy Dalton and a day trip to Minnie Waters where the Indonesian students were introduced to surf skills by members of the Minnie Waters Surf Life Saving Club. Since returning home the Indonesian students have continued to keep in touch with students and staff from South Grafton High School through social media. It is hoped that South Grafton High School students will be able to make a reciprocal visit in 2017.

One staff member is currently trained as an Anti-Racism Contact Officer. The school is committed to the elimination of racial discrimination through our school's curriculum, implementation guidelines and working environment. Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs, including participation in Harmony Day and NAIDOC celebrations.