2008 Annual School Report
South Grafton High School

NSW Public Schools – Leading the way
Our school at a glance

Students
At South Grafton High School in 2008 there were 1045 students, including 12 students in the Tutorial Support class. 10.7 percent of our student population identify as Aboriginal and Torres Strait Islanders.

Staff
There were 74.3 teaching staff, including a school counsellor, two Deputy Principals and other welfare staff. We also have 15.1 School Administration staff and a number of tutors who provide excellent support to teaching staff and students. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school continues to explore and develop initiatives designed to meet the needs of all our students. We continue to provide a variety of programs which promote student outcomes and enhance welfare across the entire school. Specifically we have continued development of the following:

- Student Welfare and Leadership;
- Introduction of PBL;
- Vocational and Aboriginal Education;
- Tutorial Centre Behavioural support;
- Multi-categorical Support Class;
- Self Select and Gifted and Talented Programs;
- Peer Tutoring Reading Support;
- Quicksmart Maths Initiative;
- Teacher Aid Assistance.
- Literacy Programs for under-performing students identified in NAPLAN Testing.

This year saw the school further develop specific strategies designed to support students in all the above areas. In particular the formation of a Gifted and Talented Working Team will lead to a significant level of support of those students who have been identified in this area. This group will work closely with students in the CSI and Self Select programs with the view to improved performance and the School and Higher School Certificates.

Student achievement in 2008

Literacy – NAPLAN Year 7

The school performed comparably to other schools in our local area. The results indicate that there is still a need to continually focus on strategies that improve student's literacy skills in all areas. Students are over represented in bands lower bands when compared with their cohorts in the state.

NUMERACY – NAPLAN Year 7

The results indicate that there is still a need to continually focus on strategies that improve student’s numeracy skills in all areas. Students are over represented in bands 4 to 6 when compared with their cohorts in the state. It is noted that there has been improvement in our lowest performing students compared to previous years.

Literacy – NAPLAN Year 9

Student data indicates improvement over comparable results in Year 7. Students are generally moving up the bands but there is still a significant percentage performing below state average in bands 5 and 6.

Numeracy – NAPLAN Year 9

Student data indicates improvement over comparable results in Year 7. Students are generally moving up the bands but there is still a significant percentage performing below state average in bands 5 and 6. The school is under-represented in bands 9 and 10 as a percentage of students assessed.

School Certificate

School Certificate results in English, Mathematics and Science were reflective of performance over recent years but indicate an excess of students in bands 3 and 4. The school is performing at comparable levels to like local schools. This trend is reflected in Science and Australian Geography, History, Civics and Citizenship. In all areas the results are slightly below state average for these subjects.

Computer Skills testing indicate performance above state average in all areas and no student was assessed as not demonstrating competence in computing.

Higher School Certificate

The results for the HSC students indicate results comparable with those achieved over the period 2004-2008. A small number of subjects have shown improvement over this time. Generally, results were below state average across most subjects. An analysis of results by staff indicated students performed to their ability level.
Messages

Principal's message

South Grafton High School is a school that is continually seeking new strategies and programs to meet the needs of its students.

During 2008 we provided a variety of quality learning activities and extra curricular activities for students, many of which are reported on in this document. This included the development of the Positive Behaviour for Learning (PBL) program. This committee has set out a range of strategies to improve the learning climate in the school.

We are constantly seeking to strengthen the ties with our community and will continue to work closely with stakeholders. We recognise that to continue to meet the needs of students, we will need to review our practices and look for the best method of delivering quality learning outcomes so that our students can meet and better national benchmarks. This continues to be an ongoing area of focus for our school and community.

Training and Development of our staff is a key strategy for improving quality outcomes for students. Over $50,000 was spent on training in areas such as gifted and talented, curriculum development, PBL, beginning teachers and behaviour management.

One challenging issue we had to face in 2008 was planning for our inclusion as a PSP School. We developed a number of Literacy, Numeracy and Welfare Programs which will be implemented in 2009. These programs will be aimed at raising the performance of our students in National School Testing assessment.

I must thank all who have worked so hard to make our school a success in 2008 including our community supporters, the P&C, parents, students and especially staff. The school is truly fortunate to have an outstanding team of additional staff. Our SASS (School Assistants and Support Staff), General and Farm Assistants and Teacher Aides all play a pivotal role in helping our students and staff every day. Their contribution to the school can never be overlooked.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

B. Dudgeon – Rel Principal

P&C and/or School Council message

The partnership between the school and the Parents and Citizens Association continues to be strong. The P&C is proud of the support it offers the school. This is evident in improvements to the canteen menu and the continued financial support of the school through the Annual Debutant Ball. The parent body has also supported the school with representatives on school placement panels and by assisting students who have represented the school this year.

D. Dewberry – President.

Student representative's message

Once again our SRC had a very active year under guidance of Ms McBeath. Following our Leadership Camp at Runaway Bay in November 2007, we set about achieving our set goals.

The SRC were an integral part of the Sesquicentenary celebrations presiding over the Concert and involvement in the production of our DVD promoting our school.

Fund raising was particularly successful this year with Easter, Valentine’s Day and Mother’s Day the highlights. We also held socials, pizza days, barbecues for staff, Christmas Candy Canes and Yr 10 Polo shirts.

One of our main goals was to hold another Combined Social with McAuley Catholic College. This event was very successful again this year. We are hoping to expand this concept to include other smaller schools.

2008 was another great year for our charities. Our school community continues to show their generosity with support for our charities. Over $3,000 was raised for the Bush Fire Appeal alone. Other charities to benefit were Jeans for Genes, Red Nose Day, Sunnies for Sight and Bandanna Day.

World Vision received over $3000 from the 40 Hr famine campaign encouraged by our leaders Kara and the team who attended the Global Convention in Coffs. Brock launched another appeal for food for Foodcare which was really embraced by the school community.

Leadership training is a major part of SRC. We were very proud when Sonia Flaherty was elected to State Conference. Sonia was also a valuable member of State Equity team which attended Equity conference in Sydney. Ruby and Emily are office bearers for Central network of SRC.

Representing our school at formal occasions is part of our SRC charter. Our Captains and other members attended ceremonies for Anzac, Vietnam Veteran’s and Remembrance Day as well as presiding over several formal occasions including the Dance Festival.

We were very pleased to support many school representatives in their travels including many sportspeople, State Choir at the Opera House, State Drama participants and School Spectacular dancers. Record numbers again nominated for SRC and Captains when
elections were held in term 3 and we welcomed many new members for 2010. We continue to improve leadership skills and we are already looking forward to another very busy year. We hope to continue to focus on improving our school for everyone. SRC members are a dedicated hard working team of volunteers who give of their own time to contribute to making a difference at SGHS.

School context

South Grafton High School is a comprehensive high school that caters for the full range of abilities, meeting the needs of its community. We offer a quality education for all students from Years 7 to 12 including a Multi-Categorical and Tutorial Centre Class.

Student information

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

Student enrolment profile

The school will initiate a concerted plan to address attendance in 2009 following a review of these statistics.

Retention to Year 12

The exit survey of students early in 2009 indicated the following information: 25.2% percent of students were offered university places (similar to last year), 10.9% percent were going to TAFE, 5.1% percent have traineeships or apprenticeships, 41.2% percent were employed, 4.2% percent were seeking employment and 13.4% of students did not reply to our attempts to tract their circumstances.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>58.5</td>
</tr>
<tr>
<td>Teacher of Multi-Categorical Class</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Tutorial Centre</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67.7</strong></td>
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</table>

Staff retention

The staff retention rate was 98%. The school lost two staff members through retirement and these positions were filled by teachers on transfer from other schools.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9 percent.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</table>

Financial summary

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

| Balance brought forward | 260 650.04 |
| Global funds            | 533 503.25 |
| Tied funds              | 484 200.03 |
| School & community sources | 399 764.67 |
| Interest                | 30 703.82  |
| Trust receipts          | 60 907.34  |
| Canteen                 | 0.00       |
| **Total income**        | **1 769 729.15** |

Expenditure

<table>
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<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas</th>
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<tbody>
<tr>
<td></td>
<td>Excursions</td>
<td>152 099.72</td>
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<tr>
<td></td>
<td>Extracurricular dissections</td>
<td>144 083.98</td>
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<tr>
<td>Library</td>
<td>11 950.81</td>
<td></td>
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<tr>
<td>Training &amp; development</td>
<td>3 839.78</td>
<td></td>
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<tr>
<td>Tied funds</td>
<td>395 493.48</td>
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<tr>
<td>Casual relief teachers</td>
<td>172 472.10</td>
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<tr>
<td>Administration &amp; office</td>
<td>168 717.49</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>103 854.17</td>
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<tr>
<td>Maintenance</td>
<td>91 318.81</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 430 731.85</strong></td>
<td></td>
</tr>
</tbody>
</table>

Balance carried forward | 338 997.30

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Students at South Grafton High School have the opportunity to participate in a large number of curricular and extra-curricular programs.

Achievements

**Arts:**

**Music:**

Achievements are reflected in the following milestones achieved throughout the year:
- Choir selected to perform with Schools Spectacular
- Students performed at 150 years of Education anniversary concert in South Grafton Hall. Combined concert organised by Barry Bartley
- Students participated in North Coast Music Camp
- Students placed well in Grafton Eisteddfod
Students performed at Southern Cross University Multicultural Day and “Crazy Friday” at Grafton Shopping World
Choir and band programs continuing
Hosted ‘Rock the Schools’ concert

Art Activities:
- Artist Workshops run to enhance student skills with local artist Julie Hutchins tutoring on oil sticks
- Cooperation with Grafton Youth Programs Officer, Sarah Ford to provide artists workshops with: Simon Hughes – local photographer; Basil Grumble – claymation workshop; a reconciliation week photo workshop
- Successful art activities: Year 8 sculpture day; painted person activity where Years 9, 10 and 11 experimented with documenting performed actions; visit to ‘Sculpture by the Sea’ exhibition
- South Grafton High School ran the North Coast Visual Art Senior Study Day providing students with contact to senior HSC marker, three artists talks and five exhibitions.

Drama:
- Term 1, year 12 Drama went on an excursion to Sydney to see OnStage, a showcase of the best of the previous years HSC performances.
- Term 1, Drama Club started. This group met 2/3 lunch times per week. They started with improvisation and then went on to scripts.
- Term 2, Drama Club rehearsed for Drama night, along with all Drama classes. All performed on Drama Night, 7th July.
- Term 2, year 12 went to Lismore to attend a Group Devised workshop.
- In Term 2, year 12 Drama went to Sydney to see an HSC text performed (Ruby Moon), also seeing the plays The Crucible and Hamlet.
- Term 3, year 12 Drama performed at the Pelican Playhouse, they also completed their practical HSC exam.
- Term 3, year 11 Drama perform at the Pelican Playhouse.
- Year 11 Drama will attend the Regional Drama Camp in term 4, and year 9 Drama will go on tour with their Clowning routines, along with Drama Club performances.

Sport
2008 was a successful year in sport at South Grafton High School.

Our girls cricket team went within a whisker of becoming State Champions in the Marie Cornish Shield. The team captained by Kara Sutherland and coached by Miss Sandra Martin were beaten by only one run in a thrilling final at Bathurst.

Kara went on to represent NSW and Australia in women’s cricket as well as indoor cricket.

Steffanee Colgrave maintained her high standards in rowing competing through CHS State titles and going on to perform successfully at National Titles.

As well as these outstanding performances in girls sport, Todd Cameron was selected to play Rugby League for NSW School boys.

Todd and Clancy Attwater received “Blues” for their respective sports, Rugby League and Athletics, whilst Kara Sutherland and Steffanee Colgrave were awarded “Blue Bars” for continued excellence in cricket and rowing.

We had a large number of students represent the North Coast Region. These students are Andrew Attwater (Athletics and Cross Country), Mandaway Dutton (Rugby Union), Lewis Hambly (Rugby Union), Ayden Banks (Swimming), Luke Barkley (Athletics), Gerry Daley (Athletics), Navrin Deane (Soccer), Craig Evers (Squash), Aidan Hankinson (Swimming), Teague Perkins (Athletics), Jamie Rowles (Athletics), Aaron Sundgren (Athletics), Julian Zaffino (Athletics), Todd Cameron (Rugby League), Jeff Skeen (Rugby League), Thomas Usher (Soccer), Angela Payne (Cricket and Hockey), Kara Sutherland (Cricket), Clancy Attwater (Athletics), Ashli Deane (Soccer), Taleah Melehorst (Hockey), Madeleine Richey (Tennis and Hockey).

Other
The school continues to provide the opportunity for the development of student leadership through a strong and effective SRC. This student body is involved in a number of school and community events which provide the opportunity for students to make a genuine contribution to their community and the school.

The Clarence Science Initiative (CSI) attracts the best of our young primary students each year. The enrolment was maintained at 2007 levels and it continues to prove to be a significant stepping stone for the transition of year 6 students into the high school. In conjunction with CSI the school’s Self Select Classes provide the opportunity for students to continue with Gifted & Talented Education through selecting to participate in the program. Students are provided with extension activities and work which is designed to promote excellence and foster a strong learning ethic.
Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Literacy – NAPLAN Year 7

Numeracy – NAPLAN Year 7
Progress in literacy
Test results indicate continued support of students with learning difficulties in literacy has resulted in progression for underachieving students to higher bands by Year 9. It is noted that students working in higher bands did not achieve the same level of improvement.

Progress in numeracy
The data indicates comparable performance as compared to similar local schools however is still below state average. The introduction of the Quicksmart Program is designed to address this shortfall. The school is under-represented in bands 9 and 10.
School Certificate

Percentage of students in performance bands: School Certificate English-literacy

Performance band

- Percentage in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008

Percentage of students in performance bands: School Certificate Mathematics

Performance band

- Percentage in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008

Percentage of students in performance bands: School Certificate Science

Performance band

- Percentage in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008

Percentage of students in performance bands: Australian History, Civics and Citizenship

Performance band

- Percentage in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Performance band

- Percentage in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008

Percentage of students in performance band: Computer Skills

Performance band

- Competence
- Not Demonstrated
- Competent
- Highly Competent

- Percentage in Band 2008
- School Average 2006 - 2008
- LSG average 2008
- State average 2008
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate

Higher School Certificate relative performance comparison to School Certificate (value-adding)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 7 students achieving at and above minimum standard |
|-------------------------|-----------------|
| Reading                | 90.9            |
| Writing                | 81.9            |
| Spelling               | 85.4            |
| Punctuation and grammar| 87.1            |
| Numeracy               | 96.6            |

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 9 students achieving at and above minimum standard |
|-------------------------|-----------------|
| Reading                | 91.1            |
| Writing                | 89.3            |
| Spelling               | 83.8            |
| Punctuation and grammar| 80.2            |
| Numeracy               | 92.9            |

The figures indicate a significant improvement over similar data provided by ELLA and SNAP in 2007. A greater percentage of students assessed through NAPLAN have achieved to the minimum standard required.

Significant programs and initiatives

Program for students with additional education needs

In 2008 the Learning Support Team continued to collaborate with teaching staff to focus on improving the outcomes of students with learning difficulties. A whole school approach towards developing individual learning plans was implemented. The team identified students with individual learning needs and assisted classroom teachers with appropriate teaching strategies. Further training in quality teaching and learning practices will be supplied in 2009.

In 2008 a multi-categorical class was established for students with high support needs. Students who fall within the identified group receive additional support via a number of programs which are being developed in this initial year.

The implementation of this class will be reviewed in 2009 and adjusted as needed.

Aboriginal education

The profile of Aboriginal education was raised during 2008 by the fine tuning of existing programs and introducing new initiatives. These included:

- The celebration of NAIDOC week with parents, students and community members was highlighted by an afternoon tea hosted by our students at the school.
- There has been an expansion of the In Class Tuition Program for students in Years 7-9. This is designed to improve the literacy and numeracy skills of Indigenous students. The program helped raise benchmark results for most Indigenous students. Parents commented favourably on the success of the program.
- The school was able to appoint a staff member to support senior students and liaise with community members regarding student attendance. It is hoped that this program will help students to achieve better results in the School Certificate and Higher School Certificate. It has also had a positive effect on retention rates of Indigenous students in senior years.
- Individual Learning Plans were developed for all Indigenous students to help map their strengths and weaknesses and establish where support was needed.
- The implementation of an Aboriginal Careers Day helped to improve awareness of pathways from education to employment and further study.

Multicultural education

The school has a trained member of staff as an Anti-Racism Contact Officer.

The school participates in, and encourages students to attend exchange programs. There were several exchange students in 2008 allowing the exchange of cultures and values.

The anti-racism message is a key component of our anti-bullying program. We run several
activities throughout the year that encourage understanding and tolerance.
Our Japanese students again visited Japan this year. There is no doubt that this has a significant effect on the perspective of cultural difference and promotes learning outcomes for all the students involved.

Respect and responsibility
During 2008 the PBL team conducted a review of our welfare policy. As a result the school's Responsibilities and Rights document and the welfare policy was adjusted. A new values statement was issued and communicated to the students and wider community. South Grafton High School now has four key values for students. Show respect, work to the best of your ability, take responsibility for your actions and stay safe.

This program will involve the professional development of all staff in 2009 and will continue to be implemented over the next three years in partnership with our major primary partnership schools.

Other programs
A significant part of the 2008 year was devoted to planning for the school's inclusion in the Priority Schools Program for 2009. A number of target areas have been identified which focus on student learning and welfare.

Progress on 2008 targets
We continue to address specific target areas which reflect DET and School Priorities for 2008-2011.

Target 1
Improved Literacy and Numeracy results for all students based on NAPLAN Date
Strategies to achieve this target include:
1) Using the 2007 ELLA and SNAP data to target individual students and to develop individualised learning plans.
2) Maximising Quicksmart Initiative.
3) Expanding a reading roll call targeting identified students.
4) Training and development for staff in literacy and numeracy strategies.

Our achievements include:
5) Quicksmart was implemented.
6) Successful implementation and expansion of reading roll call using peer mentors.
7) Training and development for literacy and numeracy for teacher's aides special.
8) Positive growth in NAPLAN results.
9)

Target 2
Closing the Gap for Aboriginal Students
Strategies to achieve this target include:
1) Improved literacy and numeracy results for Aboriginal students in Year 8.
2) Improved attendance rates for Aboriginal students.
3) To improve retention rates for Aboriginal students.
4) Provide support for In Class Tuition ensuring quality delivery of program.
5) To strengthen community involvement and cultural awareness in the school community.
6) To provide greater support for Aboriginal students

Our achievements include:
7) Improved retention in Years 10, 11 and 12.
8) In Class Tuition has run successfully and supported Indigenous students in the classroom.

Target 3
Quality teaching within the frame work of Positive Behaviour for Learning
Strategies to achieve this target include:
1) Continued professional development of staff in the principals of PBL.
2) Specific time within the framework of our present timetable for the teaching of PBL to all students in the school.
3) A review of the existing school core of values to reflect PBL principles.

Our achievements include:
4) Improved management of classrooms for learning.
5) Reduced levels of conflict between staff and students through more effective behaviour management.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of
student performance and value added education.

**Educational and management practice**

The need to promote value added education to students in the higher bands of national testing was reviewed in 2008.

**Background**

National data indicated that student who entered the school in upper to high bands in national testing did not progress further at the same rate as students in lower bands.

**Findings and conclusions**

It was found that the self select principles need to be extended into the senior curriculum and those students needed additional advice and staff input in appropriate subject selection for years 11 and 12. That we need to maintain a focus on these students at all times.

**Future directions**

The school has made an undertaking to provide tutorial support for senior students in 2009. All students who have timetabled study periods will be assisted through the Senior Mentor Program with individual tutorial assistance during this time. The school will identify our best performing students, and those with an appropriate work ethic, who will be offered additional support via an individual Teacher Supervisor in 2009. These students will be advised and encouraged to access TALE and other educational sites with the view to providing additional learning resources to supplement class material. It is hoped that this will address concerns relating to students underperforming at the HSC in comparison to the School Certificate.

**Curriculum**

Quicksmart

**Background**

Quicksmart is a numeracy program which is aimed at improving student performance in handling number related problems. Following its introduction in 2007 a review of the program was conducted in 2008 to ascertain its impact on our NAPLAN results.

**Findings and conclusions**

The evaluation indicated a significant improvement in student confidence and ability to deal with numeracy related problems. The success of the initiative lead to the creation of a dedicated teaching space for students participating in the program and its duration was extended. Initial data from NAPLAN indicates that participation in the program has lead to students moving into higher bands of achievement on 2008.

**Future directions**

The school will continue to develop and expand the program in 2009. Additional resources will be allocated under PSP Funding to train additional teachers and aides. There will be investigation into ways of developing the principles of Quicksmart for use in the normal classroom situation. A staff coordinator will be appointed to provide additional tracking and assessment of progress by participants.

**Other evaluations**

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Assessment of parent information evenings specific to the following was conducted;

- Transition for Yr 6 to 7 – Parent Information Nights and School Visits.
- Subject selection evenings for students moving from Yr 8 to 9 and Yr 10 to 11.
- Information on HSC assessment and marking.
- CSI Presentation Night.

The overwhelming responses received from parents indicated a high level of support for the presentations and content. Similarly, parents indicated that these initiatives did provide both students and parents with relevant and appropriate information on which to base subject choice and future education pathways. Year 6 parents felt that the school promoted a very positive transition process for their children from primary to high school.

**Professional learning**

Staff attended in excess of 65 professional learning activities including courses for Beginning Teachers, Career Development, workshops on Autism, Supporting Aboriginal Students, First Aid, CPR and significant VET Training in areas such as hospitality, primary industries, information technology, building construction, sports coaching and metals and engineering.

All staff attended training on Staff Development Days where topics covered were Child Protection, Positive Behaviour for Learning, OH&S, and faculty based initiatives relating to quality teaching and learning. Gifted and Talented Education was a focus area for staff
development in 2008 with a team of teachers being involved in training in this area. Expenditure was in excess of $55,000 and was directed at staff addressing school targets for 2009 and beyond. The support staff were involved in training specific to office management and finance and the introduction of ERN. Tutors and teachers aides were also involved in training around literacy and numeracy for Indigenous students.

**School development 2009 – 2011**

The management plan covers literacy / numeracy, student engagement (curriculum and welfare) and retention, connected learning, quality teaching and Aboriginal education. The announcement of the school’s placement in the National School’s Partnership Program, combined with an evaluation of the first year of participation in the Priority Schools Program will form the basis of a total review of all targets for 2009 and beyond based on the impact of these two programs on the school.

**Targets for 2009**

**Target 1**

*Improving retention and attendance of Aboriginal students*

Strategies to achieve this target include:

- Promoting educational pathways for Indigenous students which best meet their academic ability and educational future.
- Broadening Aboriginal perspectives in the Teaching Programs.
- Working with Norta Norta to evaluate the Senior Mentor program.
- Assessing the specific needs of Aboriginal students which need to be addressed through NSP.

Our success will be measured by:

- Improved retention into Years 11 and 12 for Indigenous students
- Successful completion of School Certificate, Preliminary and Higher School Certificate courses.

**Target 2**

*Improving Senior School Organisation*

Strategies to achieve this target include:

- To implement joint school classes in Year 11 to broaden the curriculum.
- Establish the necessary technology to allow video conferencing for curriculum delivery.
- To examine options to expand Vocational Education and Training to students

Our success will be measured by:

- The establishment of joint classes in Year 11 with our partner high schools.
- The use of technology including video conferencing in the delivery of joint classes
- Maintaining the school’s capacity to deliver and grow the VET courses.
- Increased availability and selection of appropriate VET courses.

**Target 3**

*Improving New Scheme Teacher Program*

Strategies to achieve this target include:

- Creation of Mentor Teachers to advise and assist beginning teachers at the school.
- Provide Training and Development opportunities for New Scheme Teachers.

Our success will be measured by:

- New Scheme teacher’s satisfaction of program measured by survey.
- All New Scheme teachers satisfactorily achieving competency.

**Target 4**

*A harmonious learning environment that fosters excellence in learning and teaching*

Strategies to achieve this target include:

- Continuing with the PBL strategy in 2009 focusing on classroom and playground behaviour.
- Refining bullying strategies presented to students.
- Increasing transition activities and support for students moving from year 6 into year 7.
- An analysis of the RISC data to identify specific behaviours and areas that need attention.

Our success will be measured by:

- A 10 percent reduction in suspensions for issues relating to defiance.
- A reduction in reports from staff relating to disruption and defiance in the classroom.
- An increase in the number of Principal and Merit awards issued to students.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Bill Dudgeon – Rel Principal
Debra Dewberry – President P&C
Bill Wynn / Mat McKee – Sport Organisers.
Brad Neill – Head Teacher CAPA
Lisa Hunt – Teacher - Drama

School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: