School context statement

South Grafton High School (SGHS) is a rural, comprehensive, co-educational high school where 17% 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 sustained continuous improvement and development of leadership potential whilst embedding our core Positive Behaviour for Learning (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.

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>518</td>
<td>482</td>
<td>483</td>
<td>519</td>
<td>489</td>
<td>459</td>
<td>412</td>
</tr>
<tr>
<td>Female</td>
<td>510</td>
<td>483</td>
<td>483</td>
<td>489</td>
<td>462</td>
<td>418</td>
<td>419</td>
</tr>
</tbody>
</table>

When a student is absent, parents are expected to contact the school within seven days to give a reason for the absence. South Grafton High School receives parental reasons for absence by written note, phone call, text or email. In 2014 student attendance was tracked through the Academy attendance software system which allowed the school to monitor school and lesson attendance throughout the school day.

When a message from a parent is not received by recess, then South Grafton High School sends an email or text to a parent requesting an explanation for the absence. If no reply is received to the email or text then the school phones or writes to parents within seven days of the absence. Students whose poor attendance causes concern are discussed with the school’s councillors, Aboriginal support workers, pastoral staff and learning support team as appropriate.
If a student’s absence continues to cause concern they are referred to agencies external to the school such as the Home School Liaison Officer (HSLO) and Family and Community Services. A member of school staff holds a weekly meeting with the HSLO to examine in detail the attendance of individual students of concern.

During 2015 South Grafton High School will change from using Academy to Sentral to track student attendance. We believe that Sentral will further enhance and develop our tracking and communication systems to ensure that students with poor attendance are identified swiftly and their parents are more quickly engaged in assisting with the absences. This will form part of our school aim to improve community and parental engagement.

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>employment</td>
<td>6</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>1</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>other</td>
<td>93</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

In 2014, 103 students were candidates for the Higher School Certificate.

Our records indicate that 27% of the candidature were made offers to commence study at NSW and Australian Capital Territory tertiary institutions. Patterns of study include medicine, computing science and technology, nursing, communications, creative arts, psychological science, business administration, event management, arts, education, design, design landscape, law and forensic science.

Of the students who gained offers to NSW tertiary institutions many chose to apply for the early entry programs that were available to them.

Twenty one per cent were successful in the Southern Cross University Star Entry program and 18% were offered places from the University of New England Principal’s Recommendation Program.

Students who didn’t seek university placement are involved in a variety of post school options. These include study at other tertiary institutions including NSWTAFE and private providers and seeking and gaining full time and part time employment. A small number of students sought entry to the Australian Defence Forces.

Each year the number of students engaging in a GAP year or travelling overseas is increasing.

### Year 12 students undertaking vocational or trade training

A number of Vocational Educational Training (VET) courses were undertaken by students at South Grafton High School. Forty nine per cent of students chose to study one or more of the following courses which were offered to them. The courses included business services, construction, hospitality, information media digital technology, metals & engineering and sports coaching.

Twenty eight percent of the students chose to study TVET courses that were delivered by North Coast Institute of TAFE, Grafton and Trenayr campuses. The courses included aged care, animal studies, automotive, beauty, children’s services, electro technology, hairdressing, horse industry, marine studies, music and tourism travel and events.
Year 12 students attaining HSC or equivalent vocational educational qualification

Sixty eight per cent of Year 12 students completed the HSC in 2014.

Sixty two per cent of HSC students were enrolled in a VET subject with 49% of those students receiving the qualification.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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>12</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>49.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.972</td>
</tr>
<tr>
<td>Total</td>
<td>84.07</td>
</tr>
</tbody>
</table>

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

Aboriginal employees comprise 5% of the school’s workforce. The Aboriginal team consists of an Aboriginal education officer, Aboriginal school community education officer, three junior Norta Norta tutors, one senior Norta Norta tutor and a temporary general assistant.

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>96</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Forty five staff members participated in professional learning activities in addition to school development days. These mapped activities were in direct correlation to the school plan and focused on engaging students in literacy across the curriculum in all key learning areas (KLAs). They included enhancement of the curriculum to increase engagement and attainment, development of Aboriginal education, an emphasis on student wellbeing, Vocational Education and Training, head teacher network days, accreditation of new teachers and quality teaching and programming.

The average expenditure per teacher on teacher professional learning in 2014 was $927.08 and total expenditure on teacher professional learning for 2014 was $41,719.00. Ninety nine per cent of staff participated in school development days (SDDs) in 2014.

Term one SDD focused on mandatory training in aspects of child protection, the DEC code of conduct and e-emergency care. There was a development of strategies to build student engagement across KLAs as well as classroom management techniques to optimise student learning outcomes and information regarding Year 7 2014.

Term two SDD saw a focus on implementation of the Australian National Curriculum (ANC) and how to develop appropriate assessment procedures in line with the implementation of this curriculum, particularly for teachers of mathematics, English and Human Society and Its Environment (HSIE).

Term three SDD was a combined North Coast Central network initiative with a focus on specific subject areas. Professional learning was tailored to specific key learning areas and the relevant curriculum, assessment and leadership directions for individual subjects. This included explicit instructional strategies and techniques to support the learning and outcomes for K-12 students.
Term four SDDs saw the introduction of the teacher talk program for all school staff, and classroom teachers were provided with professional development on developing necessary strategies to support students in the classroom and to cater for students requiring learning adjustments. Staff also completed training on the specifics of school sport and relevant sport carnivals to ensure staff are familiar, competent and confident in the supervision, development of instruction and regulation in all aspects of school sport. Training on the development of the school plan was provided, with all school staff being given the opportunity to make worthwhile contributions in the direction and focus of the current school plan. Aboriginal staff conducted training on cultural awareness and the Gumbayngirr language to foster relations with Aboriginal students and teaching staff.

Mandatory training included the disability standards for education training, code of conduct update, child protection annual update. E- emergency care training, Anaphylaxis training and use of adrenalin auto injectors were also completed during these SDDs. In 2014, three new scheme teachers were working towards accreditation and 15 new scheme teachers were maintaining accreditation at professional competence.

Financial summary

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

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014.

Financial Summary for the Year Ended 31 December 2014 (South Grafton High School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM Funds</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>7,479,096</td>
<td>(486,957)</td>
</tr>
<tr>
<td>Equity</td>
<td>1,010,982</td>
<td>(10,499,046)</td>
</tr>
<tr>
<td>Location</td>
<td>127,017</td>
<td>(10,150,293)</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>493,173</td>
<td>(43,973)</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>430,893</td>
<td>(296,058)</td>
</tr>
<tr>
<td>Language</td>
<td>493,173</td>
<td>(8,722)</td>
</tr>
<tr>
<td>Disability</td>
<td>127,017</td>
<td>7,479,096</td>
</tr>
<tr>
<td>Targeted</td>
<td>493,173</td>
<td>493,173</td>
</tr>
<tr>
<td>Other</td>
<td>410,893</td>
<td>410,893</td>
</tr>
<tr>
<td>Total</td>
<td>10,516,744</td>
<td>10,516,744</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

The My School website provides detailed information and data for national literacy and numeracy Testing (NAPLAN).

In the National Assessment Program, the results across the Years 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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2014 Year 12 students at SGHS attained 8 Band 6 and 39 Band 5 results. Community and family studies and English standard achieved better results than the SGHS average 2010-2014 and biology and industrial technology achieved higher average results than the similar school group in 2014. Hospitality and drama results were above state average for 2014.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The Aboriginal team were involved in a wide variety of activities this year. Uncle Roger Duroux ran the boys group in 2014. Over 80 boys participated in the program. The boys did workshops exploring, respect, rules (different types), Dreamtime, Aboriginal drawings, how to make artefacts, how to start a fire without matches and relationship building. A number of local Aboriginal men’s services also came and spoke to the boys about the law, health and National Parks and Wildlife. Uncle Roger also worked with classroom teachers and Years 11 and 12 Aboriginal studies classes offering advice and help as well as working with the language team on the Gumbayngirr language program.
Ten Australian Indigenous Mentoring Experience (AIME) students attended four days (one day a term) at Southern Cross University. They were mentored by university students in culture, public speaking, poetry (hip hop), art, resilience and study across the key learning areas (KLAs). The highlight was three of our students participating in the other election competition. The girls wrote a speech as if they were Australia’s first Aboriginal prime minister which was an Australia wide competition.

The traditional games program ran again in 2014 and the Student Leadership is Koori Kids (SLIKK) students under the guidance of Daniel Dobbin helped organise Harmony Day and National Aboriginees and Islanders Day Observance Committee (NAIDOC) celebrations and began developing an antidiscrimination program.

The Aboriginal dance group - Guja Murra had another successful year. We started the year off with a whole day dance workshop, which was based around creating a dance for the Schools Spectacular audition. This activity encouraged many new Indigenous students to join the group. We then hosted the regional Bangarra Dance Company Workshop at our school, which was a fantastic opportunity for our students as they were taught choreography from the Bangarra dancers. From that event two students were nominated to be part of the NSW Public Schools Aboriginal Dance Company. The Aboriginal dance group performed at many events throughout the year and it has been a highlight for these students to represent their school and culture.

They performed at SGHS NAIDOC celebrations, as well as at McAuley Catholic College’s NAIDOC assembly. The dance group also opened the central network dance festival in Coffs Harbour, as well as touring and performing for our local primary schools. To finish the year the dancers performed extremely well at the 2014 Schools Spectacular in Sydney. The students then worked hard to adjust the dance to fit our school stage and performed at the school’s presentation night.

Harmony Day was fun with SGHS Year 7 students experiencing the food and culture of different nationalities from around the world; painting, traditional games and Indonesian dance with the Indonesian visiting teacher.

The Aboriginal team organised NAIDOC day. There were many activities run which gave the participants a chance to experience Aboriginal culture such as painting boomerangs, Aboriginal dancing, Aboriginal artefacts and cooking fried scones, a who am I guessing competition, Aboriginal traditional games and Aboriginal bead making and workshop.

Aboriginal Medical Centre (AMS) ran Dental workshops and a boys group Yarn Up.

Tackling Indigenous smoking and promoting healthy lifestyles is the task given to a group called ‘Closing the Gap’ based in Ballina. This group ran healthy lifestyle workshops at Yamba and coordinated the solid mob hip hop program. Both of these were very well received by the students at SGHS. The group also participated in our NAIDOC day activities.

Youth Directions sponsored our Aboriginal awards day held at Yarrawarra. All Aboriginal students who had participated in school in a positive and successful way were invited to attend. The students were taken on a bush medicine walk. It was interesting finding the different medicinal uses for the plants we would normally walk past. The students also had a choice of basket weaving or screen printing as activities. This was an entertaining and culturally interesting day.
Job Squad made and mended rooms and equipment around the school. In conjunction with Chick Edwards the Job Squad began to develop an Aboriginal Maths Kit for primary classes. We envisage the kit will be for sale in 2015.

**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. Highlights of the tour included a welcome dance on our arrival by students from SMAN 2 Sampit and a visit to the Orangutan Rehabilitation Centre at Tanjung Puting National Park.

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. SMAN Tangerang has made two visits to our school the first in 2010 and the second in 2012.

During 2014 South Grafton High School students also had the opportunity to participate in three cultural workshops. Two of these were Gamelan music workshops conducted by Made Denis who is the artist in residence for the Australia-Indonesia Arts Alliance. The third workshop was an Indonesian dance workshop conducted by Murtala and Alfira O’Sullivan from Suara Indonesia. This group has conducted regular workshops at South Grafton High School for the past six years. Murtala and Alfira also conducted workshops at our partner primary schools as part of the SGHS Clarence Asian Studies Language Initiative (CASLI) program.

The Dunbë African drumming group continues to be tutored by Tim Treanor and performed at many of our community events, including presentation night.

The school has an anti-racism Coordinator (ARCO) and a student support officer who coordinate relevant programs within the school for students and provide training for staff.

**Aboriginal background**

Seven qualified teachers funded through senior Norta Norta tutored senior students, decreasing the number of letters of concern and assisting students in preparation, time management and subject support.

Indigenous students were also connected with School Based Traineeship (SBaT) opportunities. A number of employment agencies inform SGHS when school based traineeships are advertised. Traineeships which are identified Aboriginal are offered to students who are interested in the traineeships. Students are mentored and supported throughout the application process.

Designated Aboriginal roll and sport rolls are supported by Aboriginal staff and the physical development, health and physical education staff. Students are supported in the roll groups ensuring they have all the equipment they need to participate in their classes. There is follow up when students are absent for any length of time. Students are encouraged to attend school and class and are then allowed to represent SGHS in sport. Roll call teachers and Aboriginal staff liaise with families and the community to support student’s participation in class.
The locally made learning kit “Three Mobs One River” is used by the HSIE department in Aboriginal Studies.

Indigenous Personalised Learning Plans (PLPs) are continuously being updated by students in consultation with Aboriginal staff, year advisors and Norta Norta tutors, parents, carers and community.

Ten SGHS students participated in the Evonne Goolagong Tennis workshop. Students were supported by Aboriginal staff from SGHS.

Eight Aboriginal girls identified as at risk were taken to a three day workshop run by Camellia Cottage. Activities included positive affirmations, cultural activities, painting, hair and makeup and cooking class run by local elders. This program was supported by the Aboriginal staff from SGHS.

Two Aboriginal Student Learning Support Officers (SLSOs) funded by junior Norta Norta worked with students on maths in Djehuti Smart and Literacy in the Multi-Lit program as well as in-class support for identified students and classes.

The Aboriginal Team offered incentives to encourage Aboriginal students to attend NAPLAN testing. Students were given the opportunity to be picked up before the test and returned home on completing the test. Students were also offered lunch and a movie when they had finished sitting the NAPLAN test.

Working closely with the Aboriginal Community Liaison Officer (ACLO) the Aboriginal Education Officer (AEO), elders and the community, five boys were identified as at risk by the police. The boys were taken on a three day camp. The boys experienced cultural activities, traditional hunting, bush tucker cooking and eating as well as culturally sensitive activities for boys only.

The Aboriginal support teacher along with the ACLO, AEO, the Learning and Support Team, community and families, identified girls who were at risk to attend the “Bike Program”. The program was held once a week for a semester. Girls were given an old bike frames. They were taught how to fix and maintain the bikes. Once the work was finished the girls could keep the bike. Girls were also given the opportunity to ‘yarn’ with community members and have counselling from local Aboriginal and non-Aboriginal volunteers. Girls who attended the program were more inclined to attend class as they were held back from the program for one week if their attendance at school reduced.

With Improving Literacy and Numeracy, National Partnership (ILNNP) funding, a qualified retired teacher in conjunction with the Aboriginal team ran induction workshops for new and casual Aboriginal SLSOs. These workshops were run with the local Elders presenting. They offered great insight to the participants about cultural knowledge and expectations as well as an historical perspective. These workshops prepared the SLSOs to mentor, support and tutor students in class and in small groups.

The Aboriginal support teacher is a member of the Learning and Support Team (LAST). This staff member also liaises with the families and community. They assist in writing programs and offering alternative options for Aboriginal students being referred to the LAST.
**Socio-economic background**

SGHS employed a classroom teacher to run the Clarence Science Initiative (CSI) program which is a gifted and talented science program focused on science, math and technology. The program is run from South Grafton High School and is available to up to 120 students annually from 15 primary schools throughout the Clarence Valley. Benefits of the program include:

- engagement of gifted and talented students who have an interest and aptitude in science
- provision of opportunities to inspire and extend students (into high school then beyond to tertiary education)
- contact with scientists locally and through programs such as Scientists in the Classroom
- involvement of local government departments, community groups, industry and private business (this has included the Department of Primary Industries, Department of Environment and Heritage, Catchment Management Authority, Southern Cross University Marine Centre, Clarence Valley Council, local medical professionals, business owners and primary producers)
- early orientation to the high school setting and the opportunity to mix with other students of similar interests
- providing students with access to high school laboratories with the latest equipment and resources.

Partnerships:

- Robotics program currently under development in partnership with Stellar and Southern Cross University
- Scientists in the Classroom – partnership with Medical Intern Student at Grafton Base Hospital.

Partnerships have been established with all primary schools involved. Selected students return to their schools to report on their day at CSI. They implement strategies and problems learned at CSI with their classmates.

Djehuti Smart was funded through socio-economic funding in 2014. It is a program developed within SGHS which aims to raise the basic numeracy skills of those students who have not achieved automaticity in basic numeracy calculations. The program involves flashcards and speedsheets as practice tools to aide students to become quick in their mental calculations which in turn embeds a confidence in learning. The aim of the program is to engage students in basic numeracy and mathematics through achievement.

The Djehuti Smart Program for 2014 consisted of Djehuti Smart pairs; two students with one SLSO tutor for two periods per week. Students were withdrawn from four different periods per fortnight for the school year.
Djehuti Smart in class; an eight minute session within a normal Mathematics class utilising mobile resources. Different classes were targeted each semester.

The Peer Reading Tutor program which involves 20 minutes reading every morning one-to-one with a Year 10 trained tutor for one to three terms was funded through socio-economic loading. Twenty three of twenty seven Year 10 tutors who started in 2013 completed the TAFE theory plus the practical experience of tutoring younger students in reading during 2014. As well as gaining confidence in their own reading, they gain leadership, coaching & mentoring skills. These students take these skills for life into the community with them. The main focus of this reading program is on learning the vocabulary of the KLAs, improving reading fluency (accuracy & rate) and on comprehension strategies. Engagement is encouraged by graphing results, so students see their improvement, and progress at their own pace. Praise, positive entries, calm cards, postcards and graduation breakfasts all recognise student achievements. This program provides a quiet, calm, positive and productive start to each school day for tutees, tutors and staff involved in the program. It has also been described as a Welfare program due to the social benefits. Fourteen Year 7 - 8 students, including two Indigenous students progressed through the program or ‘graduated’ during 2014. Some stayed only one Term, while others take up to three Terms to become proficient readers at or near their stage level, thus ‘Bridging the Gap’ with their peers. Twenty seven others, including nine Indigenous students participated in the program and are continuing into 2015. Improved NAPLAN results for Year 9 students who have been involved in this program (and attended SGHS for Years 7 and Year 9 NAPLAN) have been demonstrated. Twenty eight of forty one show growth rates 9.4 points above the state average and 13.6 points higher than the SGHS average growth in reading.

A head teacher senior studies position was continued to assist Years 11 and 12 students to make the most of their senior study periods, to track senior student progress on an individual basis and offer support and subject guidance as needed. The head teacher administration position was reclassified to head teacher teaching and learning. The role has been created to improve and track student attendance and streamline programs offered to gifted and talented students. SGHS employed two additional School Administrative Officers (SAOs) in 2014 to administer the school transition program and Board of Studies Teaching and Education Standards (BOSTES) requirements as well as assisting in the implementation of Local Management Business Reform (LMBR) as one of 229 pilot schools. The school employed a Technical Support Officer and an Operational Paraprofessional in 2014 to oversee the administrative implementation of technology at SGHS.

**Low level adjustment for disability**

Parents are invited with students to information, transition, review, Individual Education Program, enrolment and return from suspension meetings to discuss individual students’ learning and support needs. SLSOs often act as an advocate 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.

Additional Programs such as Stellar, YourTutor and Career Aspirations have been implemented in order to engage more students.

Parents and carers are informed via newsletter, notes and reports about various programs and they and their students are invited to celebrate student successes in all programs.

Additional SLSOs have been employed to assist teachers in classes across the KLAs. They also assist in intensive literacy classes in Years 7-9 and implement 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 & 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. Assistance is given in providing special provisions for students during tests and exams.

All staff completed on-line training about the disability standards and participation in nationally consistent collection of data.

Professional development in focus on reading, teaching high levels of comprehension, and prioritising grammar was undertaken by one teacher from each faculty who, in turn, trained other faculty members. Accommodations and adjustments required are developed by individual classroom teachers in response to individual education programs for students with a disability.

Learning and support teachers attended the special needs conference in August and subsequent improvements were made in the referral process and communication to staff from the learning and support team. A learning and support folder 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.

Learning and Support

Students who need additional support in literacy are identified at SGHS by;

- Literacy screening tests (Year 7 English classes)
- Teachers
- Learning & support team
- Parents
- Self-referral

Year 7 students and new enrolments (identified from above) are individually assessed by learning and support teachers.

Higher levels of support require more individualized programming and more resources.

Literacy Classes (Years 7, 8 and 9)

These consist of English classes with two teachers plus an SLSO where possible.

Individual Reading Program and MULTILIT

Learning and support teachers oversee school learning support officers or selected Year 10 trained tutors reading 20 minutes every morning one-to-one with a student who needs greater individualisation. Making Up Lost Time in Literacy (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). Twenty two 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. Assessments were completed to see which students could benefit from the MULTILIT program, which also uses graphs and levels so that students can visually represent and track their own progress. Fifty six students from Years 7-10 were put into groups with a learning support teacher working with them on their literacy goals and assessment tasks, while SLSOs conducted the one-to-one MULTILIT session with each student. Students received support to complete over 200 assessment tasks, reducing stress for students who have limited literacy skills and might not otherwise attempt them.
The use of technology is also supported. Students are encouraged to set their own literacy goals and select activities to achieve them. NAPLAN results show growth rates for 10 Year 9 students who have participated in MULTILIT (and attended SGHS in both Years 7 and Year 9) of 57.8 points which is 19 points above the state average and 23 points higher than the SGHS average growth in reading.

Numeracy programs have been discussed in the socio-economic section of this report.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Faculty meetings to discuss implementation of strategies at the classroom level
- Surveys conducted with executive, staff, students and community to determine progress towards targets
- Executive meetings, conferences and staff meetings to review strategies and determine progress
- Teacher Assessment and Review Schedule and Executive Assessment and Review Schedule
- Teacher professional learning opportunities aligned to the needs of the school plan
- Whole school development days aligned to the needs of the school plan
- Program evaluations to determine progress towards targets
- Review and subsequent amendments to the Welfare and Discipline policy.

Background

In 2014 our school carried out a review of our level system within our welfare and discipline policy with the aim of providing effective learning and teaching within a secure, well-managed environment, in partnership with parents and caregivers.

Findings and Conclusions

During term three a trial was conducted with the removal of all level books. After the collation and analysis of evidence from RISC, along with parent and student feedback, this trial was reviewed by the relieving deputy principal through collaboration at executive level. In response, changes were implemented and communicated to the wider school community and should be considered in the context of the whole SGHS welfare and discipline policy. They include:

- More timely contact with parents and caregivers
- Student behaviour to be assessed by classroom teachers on a graduated scale rather than negative or positive
• Head teachers monitoring within their KLA only, removing the need for a level book
• Modifications to support students struggling with regular attendance
• Revised probationary conditions on return from suspension.

Future Directions
Findings have indicated future focus areas including:
• Further encouragement of students to take responsibility for their own learning and behaviour with the objective of reducing fractional truancy
• Identifying key social skills and developing plans for all students to make progress in acquiring them with the objective of a positive, harmonious school environment.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014
• Increase the percentage of students in Year 9 reading to have expected growth in NAPLAN results
• Improved numeracy outcomes for students
• Students will achieve at a higher level than they started and NAPLAN results will indicate growth from Years 7 – 9.

Evidence of achievement of outcomes in 2014:
• The percentage of students greater than or equal to expected growth decreased from 49% in 2013 to 34.8% in 2014 in Year 9 reading. This outcome was not achieved
• The percentage of students greater than or equal to expected growth increased from 36.3% in 2013 to 51.2% in 2014 in Year 9 numeracy. This outcome was achieved
• Over the 2013-2014 period trend data for Year 9 reading remained static, writing decreased by 10 points, spelling decreased by 9.3 points, grammar and punctuation increased by 7.5 points and numeracy increased by 14 points. Therefore overall growth in all areas was not achieved, but growth occurred in numeracy and grammar and punctuation.

Strategies to achieve these outcomes in 2014:
• Teachers use NAPLAN data to identify students below the national benchmark
• 1-1 support and small groups for identified students with specific reading needs
• MULTILIT used to support reading development of identified students
• Use data analysis of NAPLAN and incorporate NAPLAN suggested teaching strategies into programs and lessons
• A KLA evaluation outlining recommendations by ILNNP and LAST
• KLAs supported to implement recommendations
• PLPs for identified students available to all staff
• Additional support for teachers in the classroom
Intensive literacy program in Years 7, 8 and 9

Identified students supported through the year

Selected Year 7 students were offered 1-1 support in a QuickSmart program

Selected Year 7 students were offered 1-1 support in a QuickSmart program

Students in most B and C stream classes (Year 7 - 10) will complete numeracy activities each week with additional class support through the Djehuti Smart program

Regular reporting of QuickSmart outcomes recorded via Cognitive Aptitude Assessment System (CAAS) testing and reports home to parents for those students involved in the program over the 30 week timeframe

Two head teachers evaluated the use of quality teaching elements in programs. This outcome was not achieved.

Strategies to achieve these outcomes in 2014:

- New Scheme Teacher (NST) coordinator to work with new scheme teachers and their supervisors to ensure there is a clear understanding of the elements of quality teaching (QT) and they are incorporated in their teaching programs
- Addresses to staff on cultural awareness as part of professional learning and induction program
- Professional learning plans to be developed by all staff identifying goal setting areas
- Head Teachers to evaluate the use of QT elements by teachers in their program.

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

- Increase accountability across the school through a focus on an evaluation of programs.

Evidence of achievement of outcomes in 2014:

- Evaluation of self-select program conducted in 2014. This outcome was achieved
- Professional Learning Plans developed by all staff in consultation with their allocated supervisor. This outcome was achieved
- Cultural awareness seminars presented by Aboriginal education officer in first staff meeting 2014 and school development day term four 2014. This outcome was achieved

School priority 3

Engagement and Attainment

Outcomes from 2012–2014

- Increase our student attendance rate by 2% across the school with an emphasis on engagement in the classroom
- Increase the programs and support offered to the top 25% of students through Gifted and Talented (GAT) programs, mentor support and self-select.

Evidence of achievement of outcomes in 2014:

- The student attendance rate increased from 80.6 % in 2013 to 84.4% in 2014, an increase of 3.8%. This outcome was achieved
- Ninety per cent of self select students participated in two or more activities
designed for GAT and high achieving students.

- Programs offered in 2014 included debating, Australasian competitions, science and engineering challenge, Year 8 GAT day, online IT programming classes, women in engineering course, student representative council, Stellar, school spectacular, sporting opportunities and Jacaranda Day competitions

- Years 10 and 11 accelerated hospitality students achieved 2 band 6s and 3 band 5s in 2014 HSC

- Supervised senior study periods were funded in 2014

- Text messages regarding non-attendance for more than three days were sent in 2014 and regular communication regarding attendance requirements published in the school newsletter

- New child studies Z elective introduced in 2014.

**Strategies to achieve these outcomes in 2014:**

- Competitions including debating, English competition, writing competition, general competitions publicised to encourage students to participate

- Staff supported in developing strategies to lift students into higher bands

- Senior students supported in study periods

- Students, parents and staff regularly informed of the importance of attending school and classes

- Head Teacher Senior Studies and allocated staff in the library for every period to support students with their study, assessment tasks and courses

- Study skills days organised for Years 11 and 12. Survey students to gather their understanding of the PBL core goals and how they have been covered in class (two per year)

- Assembly reports relating to PBL to increase student awareness

- Follow up of students absent for three or more days

- Regular review of absences and phone calls once three unexplained days and then letters generated once five unexplained absences are formed

- Referring regular non-attenders through to the Home School Liaison Officer

- Promote PBL postcards and CALM (Courage to take responsibility, Achieve personal best, Learn to show respect, Make it safe) awards

- Develop new courses for Years 9 and 10 (Z elective) to give students more elective choices and ones that engage students

- Use the Aboriginal team in school to regularly contact parents to explain the school policy and expectations.

**Parent/caregiver, student and teacher satisfaction**

In 2014, South Grafton High School sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

South Grafton High School carried out student, teacher and caregiver surveys in preparation for the school plan in November 2014.

These points were identified as areas for improvement by students:

- 20% were not proud of South Grafton High School

- 15% said they don’t always learn a lot in lessons

- 20% said they are not sure most of their teachers like them
• 40% say there are students in their class that don’t care enough about learning
• 20% don’t enjoy attending the school
• 50% say that behaviour could sometimes be improved
• 20% say they don’t always find their work challenging
• 60% don’t know what they want to do when they leave school

Parents and Teachers

A telephone survey of parents and a paper survey of teachers gave similar results. The surveys indicated that a majority thought that SGHS was better than other schools in the area and identified curriculum opportunities and welfare systems as key strengths. The main areas for improvement perceived by parents and teachers were discipline and uniform. SGHS will be addressing these issues in the 2015 school plan.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of term two 2015.

The school planning process involved situational analysis with a survey conducted with the whole student body, a phone survey of parents and a whole staff survey regarding the future directions of SGHS in term four 2014. In early 2015 a community and student forum were held to seek further opinion and set future directions. This feedback was collated and has informed the development of the school plan, along with the analysis of external and internal school data. Preparation of the plan was developed via a school planning committee, with parent and staff representation, which met on a weekly basis throughout term four 2014 and term one 2015. The findings and conclusions of the situational analysis, along with recommendations and progress of the plan were reported to the P&C at monthly meetings and the staff through seminars on school development days in term four and term one 2015. The school vision was developed through building a shared vision group activity involving parents/carers, students and staff.

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 Positive Behaviour for Learning (PBL) core values.

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.
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.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Tanya Fisher – Head Teacher Mathematics
Peter Johnstone – Relieving Head Teacher, Teaching and Learning
Joann Foley – Head Teacher Welfare
Robert Bruce – Head Teacher, Information Technology
Cate Wauchope – Senior Norta Norta Tutor
Lynn Turton – School Administrative Manager
Nancy Loveridge – Learning Support Teacher
Tanya O’Connor – Mathematics Teacher
Amy Brennan – CSI class room teacher
Anna Carle – Head Teacher HSIE
Gaye Kelsey – Relieving Deputy Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: