

Grafton High School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Grafton High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Peter South

Principal

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School background

School vision statement

At Grafton High School we are committed to achieving the best we can in everything we do. Our purpose is to promote a school community (students, staff and parents) that works together to achieve excellence. Our aim is to provide quality teaching and learning in a caring environment. Through cooperation and respect for each other we can all achieve great things. Grafton High School students are encouraged to respect others, take responsibility for their own learning and behaviour and to strive for excellence.

School context

Grafton High School is a large comprehensive school community, located on the traditional lands of the Bundjalung people on the North Coast of NSW. The school celebrated its centenary in 2012 as one of the first four public high schools established outside of Sydney and has a long standing reputation for academic, cultural and sporting achievement. As a member of a strong local community of schools, Grafton High School offers an extensive curriculum featuring a large and diverse choice of subjects from Years 7 to 12, a well-resourced and locally supported vocational education program (Years 9 to 12), a support unit comprising 5 classes catering for students with disabilities and specialised support for learners of all abilities. The School's selective classes commenced in 2010, with the school being the only semi-selective high school on the north coast of NSW. The selective class seeks to further challenge and support our Gifted and Talented students. Grafton High School provides an inclusive and supportive environment where respectful relationships are valued along with open and honest communication.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. This focus has been reflected in our school plan and strategic directions. Our school is continuing to make progress in creating a positive and productive learning culture among students and staff. Our work in initiatives such as Positive Behaviour for Learning, coupled with our strong welfare and support structures, has helped to enhance student wellbeing. Our focus on high expectations, in particular with support for senior students focussing on our higher achieving selective students, has helped to improve the learning culture of those students, leading to enhanced results. For example, this year we were lucky enough to give students the opportunity to participate in the Qubertider program; where students were able to code their own computer programs to analyse data from a sensor package released into space from a real satellite launch. The implementation of a digital learning program in Years 7 and 8, using Chromebook computers, has continued to be highly successful and led to greater student engagement. A more focused approach to individual learning needs has been a component of our progress throughout the year.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. Our involvement in the "Teacher Talk" program continued in 2016, with a new cohort of teachers coming onto the program and selected teachers receiving further training. Selected staff also participated in the High Impact Instructional Leadership initiative through Southern Cross University. These and other initiatives promoted collaborative practice and continued to support the implementation of the new Performance and Development Framework (PDF). To further support the PDF process the school worked collaboratively with other Grafton Community of Schools members to deliver professional learning to all teachers on how to conduct classroom observations and give effective feedback. We have continued our strong focus on support for professional learning including support for teachers undertaking HSC marking or marking experiences such as simulated marking.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. The school began the year with four new or relieving Head Teacher positions and so we ran a special executive conference to present professional learning and undertake planning in line with the introduction of the Schools Excellence Framework. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Continued support for Collegial leadership group networks and joint initiatives across local schools have provided opportunities to help build leadership capacity within the school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Development

Purpose

The development of students into well rounded and resilient 21st century citizens who can make a positive contribution to our society. This requires that all students are supported in their academic, physical, cultural, social and emotional development.

Overall summary of progress

Our overall school-wide focus on Literacy strategies for students not meeting national standards has continued this year, with particular focus on the targeting of students in years 7 and 8. Poor student growth in Spelling and Grammar is consistent with these particular areas remaining of concern. There was no comparative "Writing" growth data available, though there was some slight improvement. Whilst student growth in numeracy is close to state averages it has remained stagnant over time.

Whilst there has been some slight improvement in literacy and numeracy results on entry to high school in year 7 NAPLAN, no doubt stemming from improved practices and a greater focus in primary school, they still remain well below state averages. Improvements in foundation literacy and numeracy skills in primary school will, over time, ultimately make it easier for our school to achieve it's target of matching or bettering state data.

In relation to student wellbeing, the school has been quite significantly impacted by the traumatic deaths of several students at the school and neighbouring schools as well as a number of significant associated mental health issues. Whilst this makes it hard to gauge the underlying long term themes in data from the Tell Them From Me surveys, there are some general trends, in particular in relation to particular year groups such as Years 9 and 10. It is clear that a number of strategies employed in Year 7, such as Peer Support, are impacting on Social-Emotional outcomes for these students, but more needs to be done to sustain this in later years. In dealing with particular issues related to suicide and more acute mental health issues, the school has followed a suicide post-vention plan under guidance from Headspace School Support. In the short term this has limited the programs that can be run with students but in the longer term the focus will be on the underlying causes of these issues rather than responding to the symptoms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The percentage of students achieving below National Minimum Standards in NAPLAN testing is equal to or less than the state average	<p>Progress was for 2016 was slightly improved on prior results in Reading and Writing and slightly worse in Spelling and Grammar. Numeracy results were consistent with 2015.</p> <p>The percentage of students below national minimum standards is still greater than state, but in Year 9 is consistently and significantly better than Year 7 results. This is reflected in Growth data showing improvement from Years 7 to 9 within the same cohort of students. The average growth for the school is close to state averages for Reading, Writing and Numeracy. Growth in Spelling remains consistently below state average whilst growth in Grammar dipped significantly in 2016.</p>	\$61,378 (includes Aboriginal student tuition funding and additional budget items)
Improvement in Social-Emotional outcomes for students as evidenced through "Tell Them from Me" survey results.	Whilst some measures remained consistent and close to state trends, there was a marked deterioration in data for Years 8 to 11 and in Years 9 and 10, in particular. This deterioration was most pronounced in student's attitudes towards valuing school outcomes. There were slight drops compared to state in years 9 and 10 in relation to student positive sense of belonging within their peer group, their intellectual engagement with their learning, effort, levels of optimism and their	\$103,806 (includes funding for 0.3 additional staffing and Student Support Officer for semester 2)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in Social–Emotional outcomes for students as evidenced through “Tell Them from Me” survey results.	academic self–concept.	

Next Steps

- Continued focus on Literacy in TPL sessions throughout year with more accountability embedded into mandatory curriculum monitoring, assessment and reporting requirements. Particular focus areas will include Spelling and Grammar across all faculty areas, as well as a focus on writing skills such as persuasive writing, narrative, analysis and summarising skills.
- The school has undertaken an external evaluation of student wellbeing and will act on this to inform a focus on student wellbeing in 2017 and beyond. This focus will include targeted professional learning. Professional learning will include both specialised training for staff with particular wellbeing roles as well as more generalised training for all staff. The aim of our work will be to improve the resilience of students. We will measure our success through the responses of students to the state–wide “Tell Them From Me” survey.

Strategic Direction 2

Staff Development

Purpose

Teacher capacity is central to student development and achievement. We need to support the equitable development of teachers to improve their capacity as educators and leaders. The work of teachers is reliant upon the support of administrative and support staff. All staff need to be capable and confident in their work and must be provided with opportunities and support to improve their professional skills and knowledge.

Overall summary of progress

This was the first full year of implementation of the Performance and Development Framework (PDF). One key aspect of this process is classroom observations of teaching. As such, the school helped develop and deliver professional for teachers learning across all Grafton schools. This, combined with improved monitoring and timelines resulted in the successful implementation of the PDF in 2016.

Targeted professional learning in the use of ICT in the classroom was conducted primarily through the twilight Teacher Professional Learning evenings. This included session related to the use of Chromebook computers with junior students as well as the use of Click View for teacher access to multimedia resources and recordings. Specific learning and support was provided for teachers new to the school and program development days were made available to teachers so they could work collaboratively to further develop digital units of work for sue in their faculties.

A number of teachers participated in professional learning opportunities that promote collaborative practice, including the "Teacher Talk" and "High Impact Instructional Leadership" programs. Staff participating in these programs indicated that they felt the content was beneficial to their teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers have a Performance and Development Plan that supports their ongoing professional learning and development.	All teachers had a Performance and Development plan by mid-2015. Given the late introduction of this policy, these plans made only a limited contribution to supporting professional learning and development in 2015.	\$71,833 (TPL funds)
All staff indicate an increased capacity to effectively utilise ICT in classroom and administrative practice.	While a full evaluation of the implementation of digital learning using Chromebook computers in class will occur in 2017, the number of digital units of work and the increased take-up and demand for ICT resources within the school would seem to indicate an increase in use and hence an increased capacity to utilise ICT in the classroom.	\$203, 258

Next Steps

- We will continue to look for opportunities for high-quality professional learning for teachers, especially learning that promotes teacher collaboration. We will continue and expand upon the Teacher Talk program to involve more participants and to train staff as facilitators, with the aim being that the school will be self-sufficient in this program by 2018.
- We will engage in a major STEM (Science Technology Engineering and Mathematics) initiative in 2017. This initiative is federally funded and will focus on professional learning for teachers in the use of applications and hardware technology such as coding and robotics in the classroom.
- We will improve the process for planning professional learning and support of beginning teachers utilising the additional funding made available for this purpose. This will include a revision of the school teacher induction program.

Strategic Direction 3

Teaching and Learning

Purpose

Teaching and Learning is central to all that we do. It is essential that the school foster a quality learning environment that is engaging and has relevance to all students. The key to this is the development of a culture of learning based on academic excellence and high expectations.

Overall summary of progress

On average, based on data from subjects with enrolments of 10 or more students, 17% of students received a band 5 or 6 in each HSC subject. This is still slightly below similar school groups and significantly below the state average. However, there was continued improvement in the percentage of students achieving Bands 5/6 from 2015. This has coincided with an increase in both the number of teachers applying for HSC marking and the number successful in their application.

As staff have become more familiar with the SENTRAL student administration software there has been a significant increase in data entries in total. In 2015 there were 6,412 entries in total while in 2016 there were 11,750 in total. Therefore, the proportion of these entries relating to non-completion of tasks has significantly decreased from 8% in 2015 to half that in 2016. Given the significant increase in entries overall this reduction could not be attributed to under-reporting in 2016, rather, it would appear to represent a significant increase in task completion.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the average percentage of students who receive a band 5 or 6 in each subject in the HSC to at least equal the state average.	There was a further slight increase of 4% in the percentage of students achieving a band 5 or 6 in the HSC in 2016. This represents a consistent increase in the number of students receiving a band 5 or 6 of 8% over 3 years compared to a 4% increase across the state. The result is that the school is improving the proportion of higher band results by double the state average.	\$94,340 (includes funding for staffing of learning loft, TPL funds and program budget items)
Reduction in non-completion of assessment tasks and an increase in student achievement in these tasks.	The number of N-Warning letters for non-completion of tasks and course requirements decreased very slightly from 512 in 2015 to 508 in 2016, despite a slight increase in enrolments over this period.	\$17,892 (TPL funds and teacher release for collaborative programming)

Next Steps

- A continued focus on analysis of RAP data by teachers, supported by further professional learning, is needed to ensure teachers are able to analyse the results of their students and make modifications to their teaching accordingly. This includes continuing to support teachers to undertake HSC marking and simulated marking.
- Continue developing a school-wide strategy will be developed to help instil in students a culture of learning and excellence, beginning in junior years. This will include implementation of homework policy review and specialised classes in STEM education and Project-Based Learning in 2017 to further challenge, extend and engage students.
- We will continue to upgrade and improve our ICT resources and infrastructure to support digital learning. This will include the purchase of additional student devices for use by different faculties and for loan to students without their own device. We will continue to provide time for teachers to develop further digital units of work.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funding includes wages for a full time Aboriginal Education officer and for the employment of tutors to support Literacy and Numeracy in junior years and senior students across subjects.</p> <p>In 2015 the school continued its participation in the AIME (Australian Indigenous Mentoring Experience) program to build links between Yr 9, 10, 11 and 12 students and Southern Cross University.</p> <p>Student participation in cultural events and celebrations including NAIDOC Week celebrations, Sorry Day, Reconciliation Week. School funds were used to assist with costs such as food, venue and equipment hire and transport costs for a range of activities.</p> <p>Students were also able to participate in a number of other programs including summer and winter schools run by various universities as well as local workshops and extracurricular activities.</p> <p>In 2015 we also continued the process of introducing the local Bundjalung language into junior curriculum.</p>	<p>\$79,787 – untargeted funding (includes fixed staffing costs of \$61,587 and flexible funding of \$18,200)</p> <p>\$140,396 – targeted funding</p>
English language proficiency	<p>This funding was used to support identified EAL/D students at Grafton High School. It provided the students with direct support through resources and student learning support officer support in the classroom. Students were also additionally supported by the school Learning and Support Teachers.</p>	\$17,435 – targeted funding
Low level adjustment for disability	<p>In 2016 the school expanded the support unit to include an IO/Autism class, bringing the number of specialist support unit classes to 6. In addition to students supported through our support unit, additional funds were primarily expended on the employment of School Learning and Support Officers. These staff worked both with students receiving targeted funding for a disability, as well as with students identified by the Learning and Support Team as needing additional support.</p> <p>All students with identified disabilities and all Out-of-Home-Care students were supported through personalised learning and support plans.</p>	\$350,887 (includes \$224,446 for fixed staffing costs)
Socio-economic background	<p>A significant focus of socio-economic funding in 2016 was the continued rollout of Digital Learning units of work to Year 7 and a corresponding BYOD (Bring Your Own Device) program for Year 7–9 students.</p> <p>The school used equity funding to purchase 70 Chromebook computers and special charging storage cabinets, for short term loan to students unable to purchase their own device. In addition, significant funds were</p>	\$418,467

Socio-economic background	<p>spent in the upgrading of wireless infrastructure, to ensure access from any point in the school and the purchase of classroom projection equipment. Two full-time technical support officers were employed to oversee the loan of computers and to directly support teachers in the classroom. Almost \$40,000 was assigned to release for teachers to develop digital units of work for years 7 to 9. Staff were also supported with further professional learning.</p> <p>Another significant initiative supported through socio-economic funding was PBL (Positive Behaviour For Learning). Funding was used for prizes for our SHARE draws, training for staff and using funding for promotional material for PBL in our school. This included the sending out of positive post cards for students.</p> <p>The school also spent a significant amount of socio-economic funding to enhance our Years 6 – 7 transition program. Twenty four teacher release days were used to support the Transition program. These days were used for Year Advisers and Learning and Support staff to attend meetings at the Primary schools and also to run programs for the Year 6 students here on site at the High School, including an introduction to Chromebooks. \$10,000 was also set aside to help reduce parent costs for the Year 7 camp at the Great Aussie Bush Camp and \$7,000 was set aside to provide assistance through uniform purchase and fee waivers for financially struggling families. Money was set aside to support training and delivery of various student wellbeing programs and presentations.</p> <p>Funds were also set aside to release staff for additional professional learning, especially in targeted initiatives relating to student wellbeing, STEM education and the review and development of new HSC curriculum and programs.</p>	<p>\$418,467</p>
Support for beginning teachers	<p>Three beginning teachers were supported through a specialised school induction program, the assignment of mentors both within the school and beyond the schools, additional release time to work with their mentors, observe other teachers, work on teaching programs, registration, assessment and their accreditation, as well as additional professional learning opportunities where these were available.</p>	<p>\$21,539</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	411	439	461	466
Girls	480	483	482	480

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.3	89.3	88.8	90.7
8	89.5	89.8	89.1	84.1
9	86.6	87.5	88.1	85.9
10	79.1	81.2	83.2	81.5
11	85.4	83.1	82.6	81.3
12	87.4	89.5	85.7	87.9
All Years	86.4	86.3	86.2	85.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	7	11
Employment	15	10	40
TAFE entry	60	70	10
University Entry	0	0	31
Other	25	10	4
Unknown	0	3	4

Year 12 students undertaking vocational or trade training

In 2016, 59 Year 12 students undertook vocational or trade training as part of their HSC. This was comprised of 28 students studying a vocational unit at TAFE and 31 students studying a vocational subject at school.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the students enrolled in Year 12 at the start of 2016, 112 met requirements for the award of the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	50.3
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	19.37
Other Positions	5.4

*Full Time Equivalent

Grafton High School has two designated Aboriginal staff positions. One is the Aboriginal Education Officer and one is an administrative position. The administrative position is currently vacant and is yet to be filled centrally by Department of Education staffing unit. The school also had two full time teachers in 2016 who identified as Aboriginal. In addition, a number of Aboriginal staff members were employed on a casual basis as tutors for Aboriginal students.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	1

Professional learning and teacher accreditation

Additional funds were directed towards professional learning in 2016 to support a range of initiatives outlined in the school plan. Particular focus areas included digital learning, classroom management and student wellbeing. There was also a focus on collaborative practice through the High Impact Instructional Leaders program.

In 2016, two teachers gained accreditation at the level of proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	206 528.02
Revenue	11 161 206.10
(2a) Appropriation	10 814 427.98
(2b) Sale of Goods and Services	6 307.10
(2c) Grants and Contributions	337 051.51
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 419.51
Expenses	-11 085 954.95
Recurrent Expenses	-11 085 954.95
(3a) Employee Related	-9 855 054.29
(3b) Operating Expenses	-1 230 900.66
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	75 251.15
Balance Carried Forward	281 779.17

The school has a finance committee that comprises representatives from the P&C, administrative, teaching and executive staff. Staff representation is on the basis of two year tenure. The P&C representative is appointed annually at the P&C AGM. The finance committee meets in term 4 of each year to consider budget requests and allocate faculty and program budgets for the following year. Funds are allocated to support school operations as well as targeted programs outlined in the school plan.

Funding allocated for employee leave-related expenses was inadequate for the needs of the school and did not cater for all employees undertaking leave within the entitlement of industrial awards. This led to an overspend in this area and a significant degree of uncertainty in expenditure as, for example, staff no longer working at the school were paid from school funds, in one case an amount exceeding the maximum annual salary for that staff member. Reimbursements corrected this issue but these occurred after the end of the school financial year, which impacted on the certainty of available funding and resulted in funds being carried over. Additionally, funds expended on maintenance were in excess of those allocated as the basic needs of the school exceed the funding available. Despite these issues, the balance carried forward represents only 2.5% of annual revenue.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

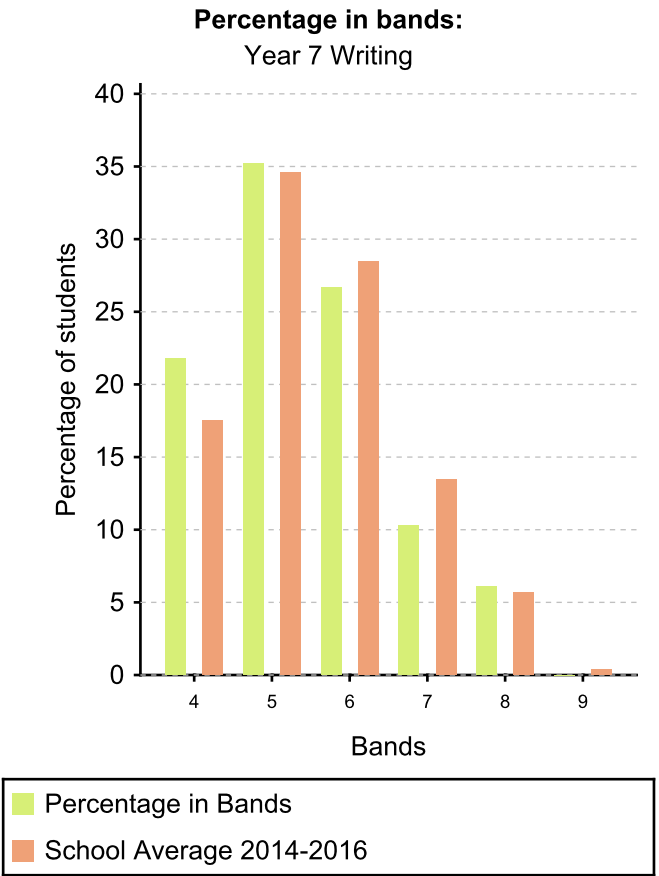
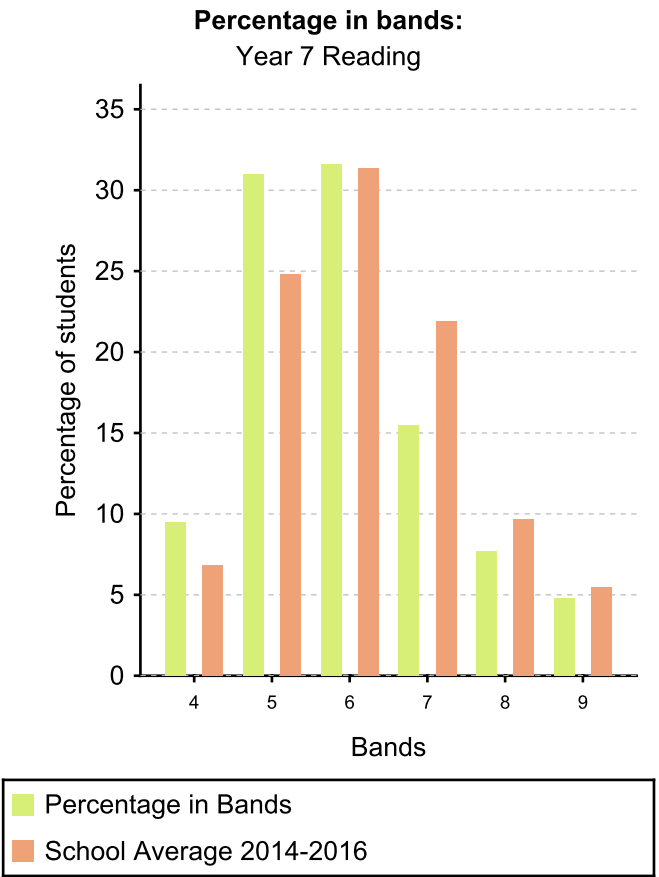
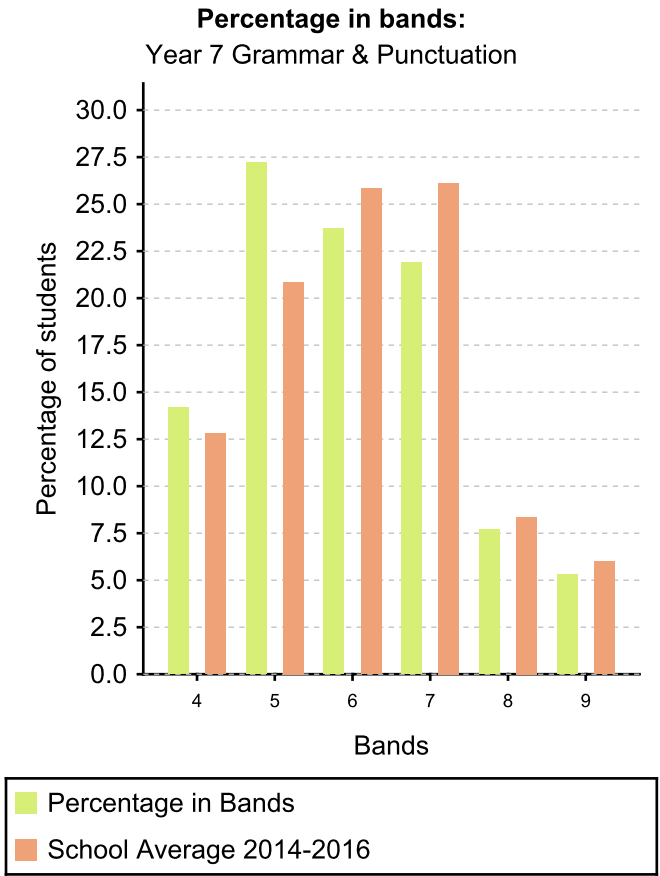
	2016 Actual (\$)
Base Total	7 845 402.20
Base Per Capita	65 280.88
Base Location	6 453.00
Other Base	7 773 668.33
Equity Total	927 184.01
Equity Aboriginal	140 395.64
Equity Socio economic	418 466.67
Equity Language	17 434.90
Equity Disability	350 886.80
Targeted Total	1 449 028.06
Other Total	354 786.27
Grand Total	10 576 400.55

A full copy of the school's 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.

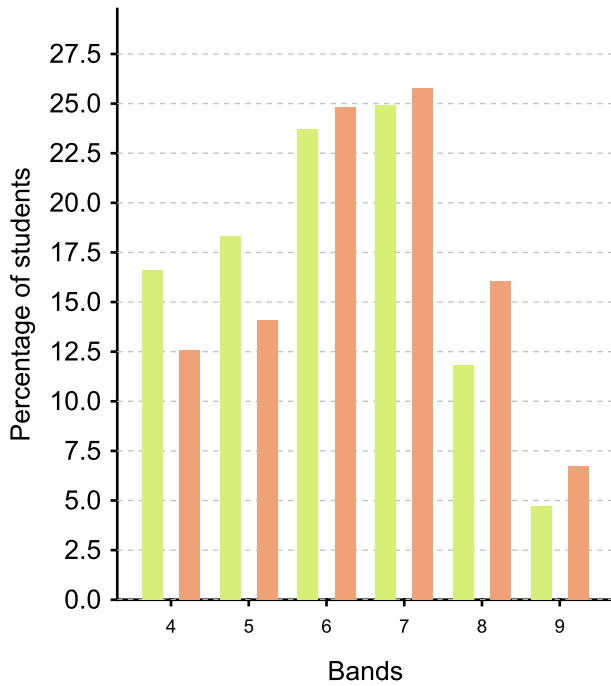
School performance

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.

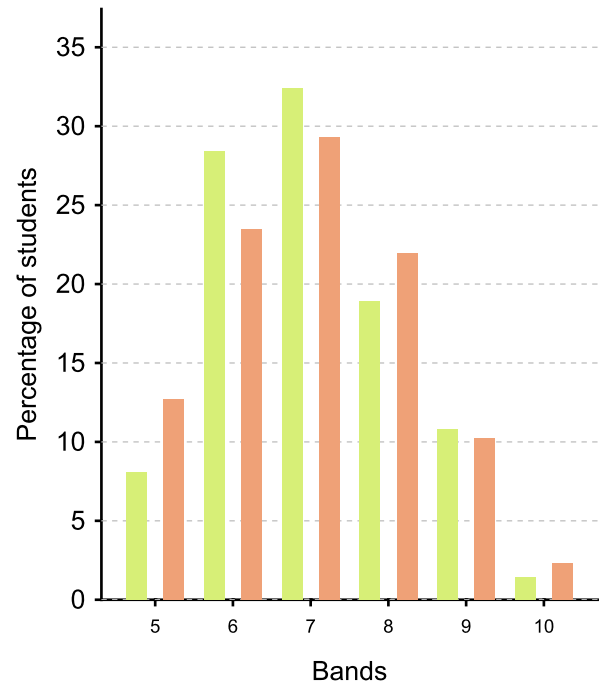


Percentage in bands:
Year 7 Spelling



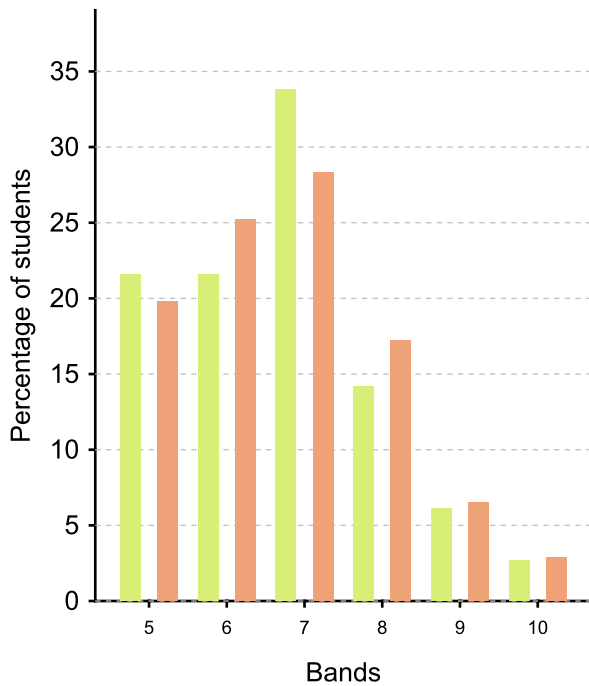
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading



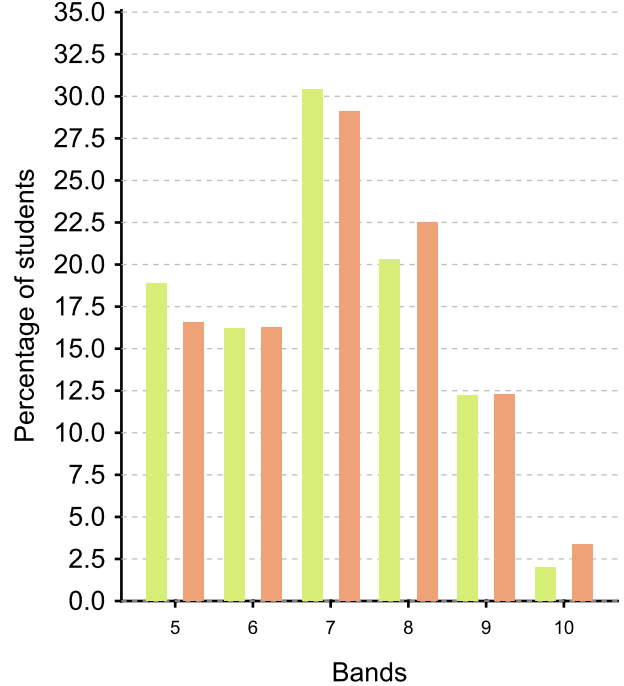
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



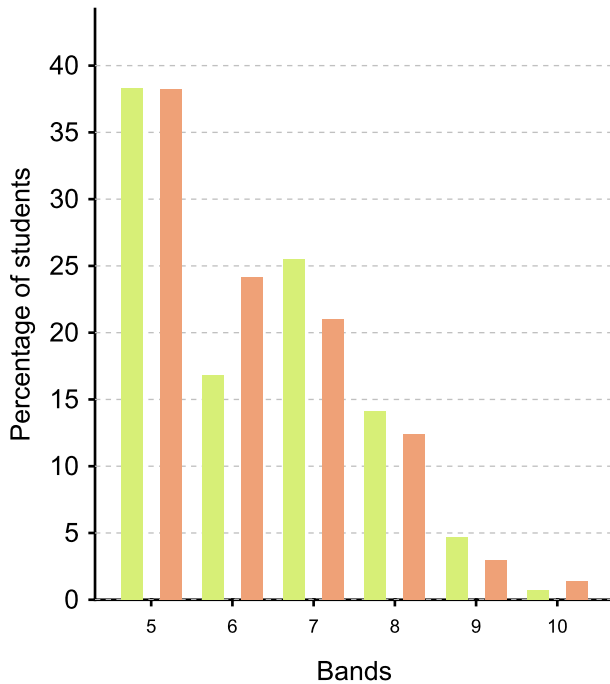
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



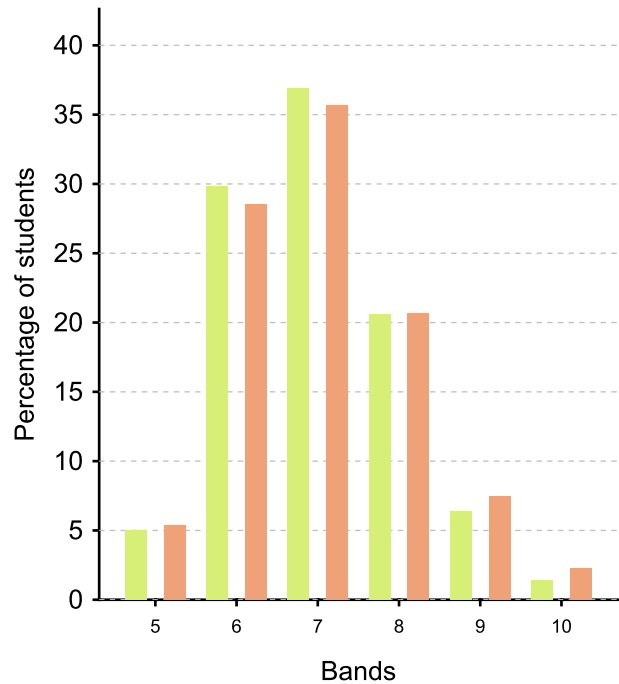
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



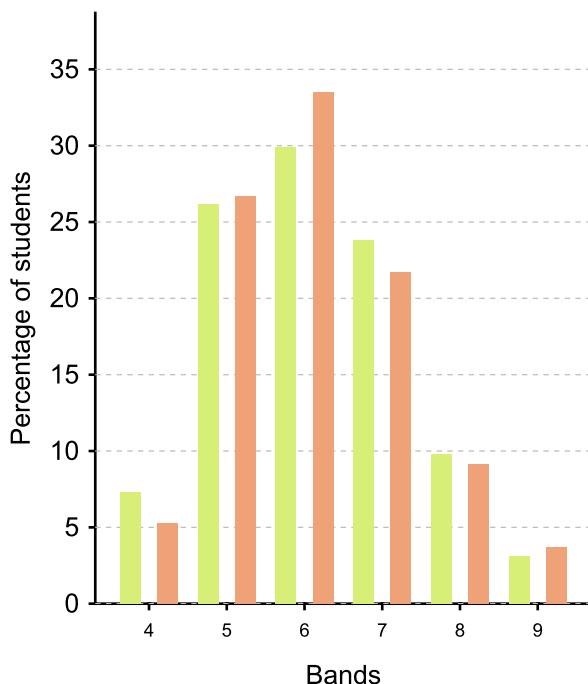
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



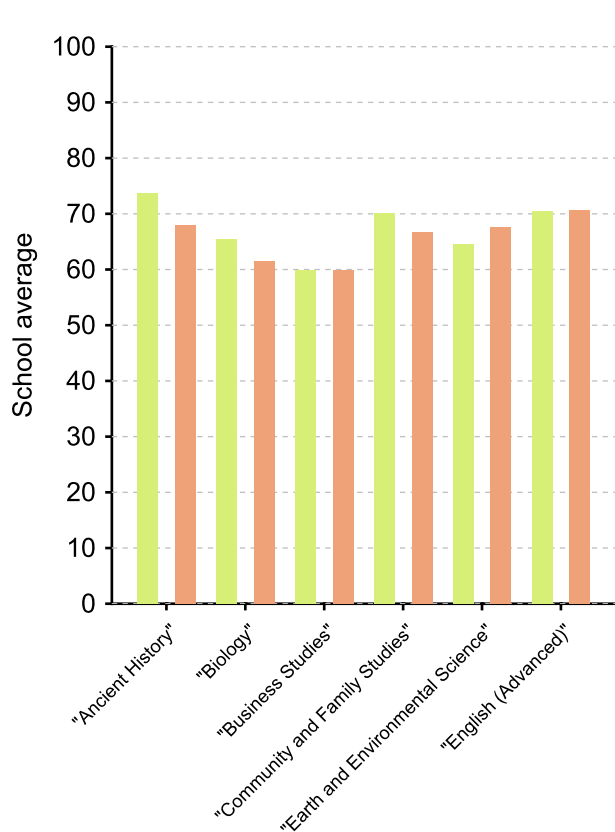
Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

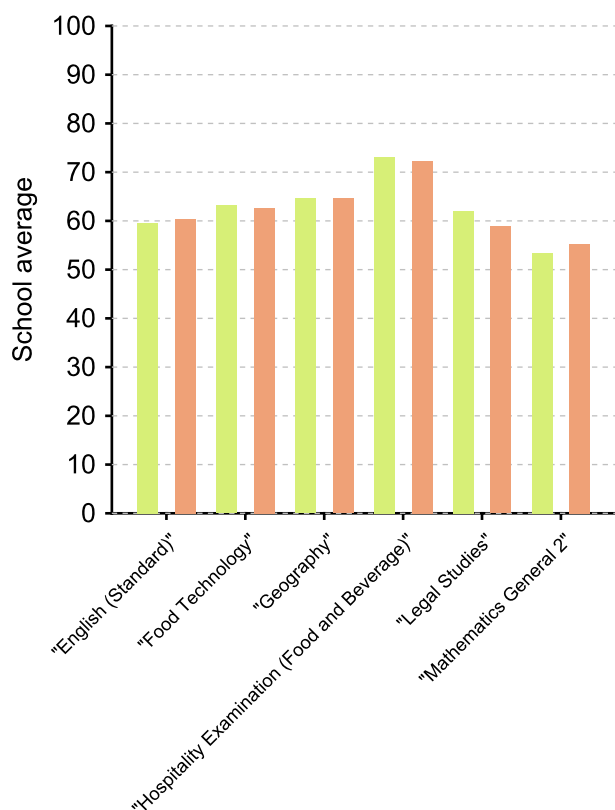
In relation to state targets for increasing the proportion of Aboriginal students and all students in the top two performance bands in Reading and Numeracy; results do not show the required improvement at present and appear to be stagnating. It should be noticed that it is difficult to track trends across different cohorts, especially in the case of Aboriginal students, where cohorts are typically less than 10 students. However, in general terms there has been a progressive decline in the proportion of students in the top two bands for Numeracy in Year 9. In relation to Aboriginal students, there has been an increase in the proportion of students in the top two bands in Reading, but the cohort size is too small to judge if this is significant at this point.

Higher School Certificate (HSC)

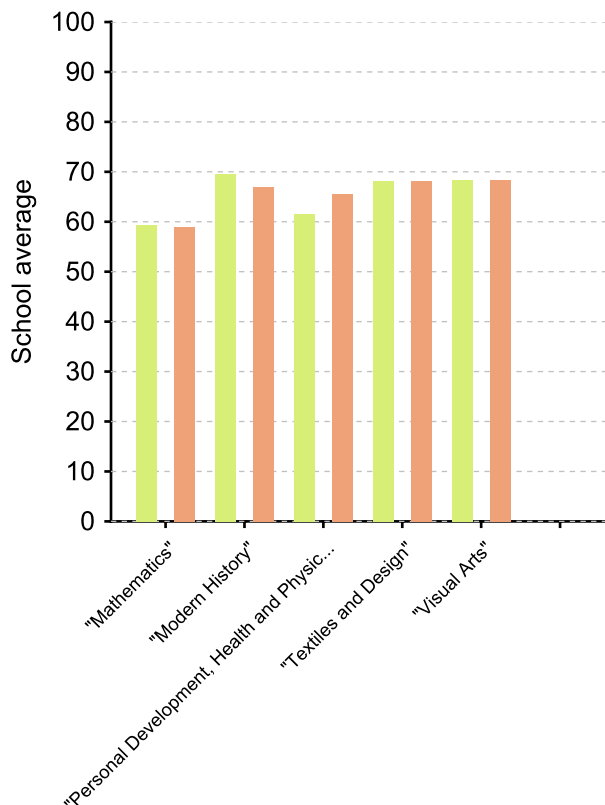
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought the opinions of parents/carers, students and teachers through the Tell Them from Me survey. Results relating to student responses have been presented elsewhere in this report. There were 33 parent responses to the survey and 50 teacher responses. A summary of the results of this evaluation in relation to parents and teachers are presented below:

- Some results relating to "Support for Learning" were slightly lower. In particular, parent perceptions relating to whether they felt their child was being encouraged to do their best and whether teachers took into account their child's needs, abilities and interests scored lower than other measures.
- Parent perceptions relating to teachers maintaining control of their classes rated an average of 5 out of 10.
- Parent perceptions relating to whether teachers devote their time to extra-curricular activities also scored lower than other measures.
- Scores relating to "Inclusion" and whether teachers provide extra support for students or account for students' special needs also rated poorly. In contrast teacher responses regarding whether they felt they were inclusive were at state average.
- 93.9% of parents felt that subjects that their child wants to study are available at the school.
- The majority of parents surveyed felt that the school had a good reputation in the community

and would recommend the school to parents of Primary school students.

- The majority of parents were satisfied with the level of communication from the school.
- Teacher responses related to school leaders taking time to observe and provide feedback on their teaching scored lower than other areas. However, the majority of respondents felt that school leaders were leading improvement and change and that they clearly communicate their strategic vision and values.
- Teachers indicated a lower scored response in relation to their providing written feedback to students on their work at least once every week.

Policy requirements

Aboriginal education

Approximately 10% of students enrolled at Grafton High School in 2016 identified as being of Aboriginal or Torres Strait Islander descent. The school qualified for additional funding through the Resource Allocation Model. As such, significant programs related to Aboriginal Education are reported on below in the "Aboriginal Background" section of this report.

Aboriginal and Torres Strait Islander students were involved in a number of challenging and worthwhile programs aimed at enhancing their learning opportunities. Funds provided through the RAM were used to support the following initiatives:

- Wages to maintain the employment of a full time Aboriginal Education Officer
- In-class tuition was delivered to targeted Years 8 and 10 students based on NAPLAN performance.
- Individual tuition was delivered to senior students by a team of qualified subject-specific tutors.
- The AIME (Australian Indigenous Mentoring Experience) program continued to build links between Yr 9, 10, 11 and 12 students and Southern Cross University. The program aims to give students the skills, opportunities, belief and confidence to finish school and aspire to further education. Funds assisted in staff relief and transport costs for student participants.
- The school continued the process of preparing to implement the teaching of Bundjalung language in Year 7.
- Students were also able to participate in a number of other programs including summer and winter schools run by various universities
- Student participation in cultural events and celebrations including NAIDOC Week celebrations, Sorry Day, Reconciliation Week. School funds were used to assist with costs such as food, venue and equipment hire and transport costs for a range of activities. In 2015, senior students were actively involved in organising reconciliation and NAIDOC events for both Grafton high school and our partner schools.
- Assistance was provided to Aboriginal students in need through provision of uniform, equipment and food.
- A community forum was run through Aboriginal

Studies, where students had a chance to interact with and hear from community leaders and elders.

Multicultural and anti-racism education

Multicultural education has occurred through a number of specific curriculum focus areas:

LOTE (Languages other than English)

In the mandatory Year 7 LOTE program, students gain a cultural understanding through learning French and Japanese. They also look at Aboriginal Perspectives in Language and discuss the similarities and differences between these languages and English. In Year 8, the students study either French or Japanese for the entire year where they are exposed to various cultural aspects of that country. Year 7 and 8 students had the opportunity to participate in a Japanese drumming workshop where they had hands on experience of using Japanese drums. The students' cultural understanding is further developed through elective courses in years 9–10.

Cultural Discoveries

This elective subject helps students develop an understanding of the complexity and diversity of cultures as well as an appreciation of the traditional and religious beliefs associated with these cultures.

Lifestyle Studies

This HSC course actively involves students in learning and understanding the important cultural issues that are topical in our society. The students are given the opportunity to contribute their opinions on contemporary issues from a position of knowledge, in order to develop the skills to recognise and challenge cultural stereotyping.