

Grafton High School

Annual Report



2017



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Introduction

The Annual Report for 2017 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

School contact details

Grafton High School

97 Mary Street

Grafton, 2460

www.grafton-h.schools.nsw.edu.au

grafton-h.School@det.nsw.edu.au

6642 3355

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. The implementation of a digital learning program in junior years, 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 2017, with a new cohort of teachers coming onto the program and selected teachers receiving further training. Selected staff also participated in the Instructional Rounds initiative. These and other initiatives promoted collaborative practice and continued to support the implementation of the new Performance and Development Framework (PDF). 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 ran a special executive conference to present professional learning and undertake planning in line with the introduction of the Schools Excellence Framework. This conference involved executive staff from Maclean High School and Induna Educational Training Unit and provided an opportunity for executive staff to work across schools on common areas. 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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. The gap between school and state results for the percentage of students below national minimum standards has overall decreased over the three years in most areas. The exception has been in the percentage of students achieving below minimum standards in Numeracy, which has remained relatively stagnant over time. Of particular concern has been the increasing proportion of students achieving below minimum standards in Year 7, which has shown an overall negative trend over the last three years, with only Writing and Spelling showing some minor recent improvement. This baseline of low achieving students puts additional pressures on the literacy and numeracy programs in the school as it means that a progressively greater proportion of students are entering Year 7 below national minimum standards when compared to state.

In relation to student wellbeing, the school started the year following on from further traumatic events related to youth mental health and suicide. This worsened the negative focus on the Clarence Valley and the school in particular; and had a clear negative impact on students, staff and the broader school community. The school was significantly supported through this time by Headspace School Support. The Department of Education response included significant additional funding for the year for the creation of a third Deputy Principal position focussed solely on student wellbeing. This was in addition to the significant support provided through the provision of a full time Student Support Officer and a part time School Chaplain, in addition to other school counselling and support staff. This allowed for a number of programs to be implemented that focussed on student wellbeing. Some of the programs included student mental health first aid training and the school signing up to the "Stymie" program for combating bullying behaviours. A number of initiatives were also undertaken that focussed on student wellbeing and in particular "student belonging". This included several special wellbeing days and camps for different year groups. It is also worth noting that in the latter part of the year it was announced that Grafton would receive a Headspace facility to provide support for adolescent mental health. While we may not have seen the full benefits of these programs in 2017 student wellbeing data, it is hoped that they will bear fruit in the longer term.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage of students achieving below National Minimum Standards in NAPLAN testing is equal to or less than the state average	\$406,100	<p>Progress for 2017 improved on prior results in Writing, Spelling and Grammar and Punctuation in Year 9. Numeracy results regressed slightly and Reading results regressed by a greater amount.</p> <p>Whilst we have not yet achieved our target there is a positive trend. Progress for 2017 was an improvement in Writing and Spelling in both Years 7 and 9. Grammar and Punctuation in Year 9 also showed improvement. The Growth Data indicates that we are moving forward toward our targets as we are exceeding expected growth for Years 7 to 9 in Grammar and achieving expected growth in Reading and Numeracy. Overall, greater than 50% of our students are achieving greater than or equal to the expected growth in 4 of the 5 disciplines, with 68% of the students achieving expected growth in Numeracy.</p>
Improvement in Social-Emotional outcomes for students as evidenced through "Tell Them	\$208,754	School Tell Them From Me Survey results showed that students mirrored the State for displaying positive behaviour and expectations for success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
from Me” survey results.		Results for positive teacher–student relationships, recognising a positive learning environment and rigour were above the State average. It was noted for all years that student’s results for attitudes towards valuing school outcomes and high academic self–concept remain below the State average. Students reported that they perceived communicating with others, working as part of a team and thinking creatively as the most important skills in which to develop.

Next Steps

- Continued focus on Literacy in TPL sessions throughout year with more accountability embedded into mandatory curriculum monitoring, assessment and reporting requirements. There will also be a particular focus in response to the change to minimum literacy and numeracy standards for the HSC.
- Beyond 2017 our focus will be on bedding down the many new programs introduced in 2017 and then using the ongoing analysis of data, such as the state–wide “Tell Them From Me” survey results, to determine our progress and whether further adjustments are needed. This is an area of significant focus and change across the broader education context and there are a number of new initiatives to be introduced by the Department of Education in 2018 and beyond.

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

2017 saw all staff participate in the Performance and Development Framework (PDF) process. One key aspect of this process for teachers is classroom observations of teaching. As such, the school enabled staff to observe colleagues in their classrooms and provide valuable feedback on their practice. Supervisors held regular meetings with their staff to support the PDF process and ensure that staff had the opportunities to achieve their goals for 2017. Professional learning was supported through providing opportunities for staff to attend courses that supported their PDP (Performance and Development Plan) goals whilst also linking in with the school plan. Twilight Professional Learning evenings continued to provide targeted professional learning including literacy, numeracy and ICT implementation. The implementation of the federally funded STEM project saw teachers from eight schools within the Clarence Valley participate in targeted learning with regards to coding and the use of STEM based skills within their classrooms. This has resulted in the creation of a continuum of learning for students moving from primary to high schools to improve transition and recognition of prior learning in the area of STEM.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have a Performance and Development Plan that supports their ongoing professional learning and development.	\$90,012	All teachers had a Performance and Development Plan in 2017. These plans had a significant influence on the professional learning accessed by staff from external providers and on the professional learning and development opportunities provided from within the school.
All staff indicate an increased capacity to effectively utilise ICT in classroom and administrative practice.	\$224,721	An evaluation of the Chromebook program carried out in 2017 indicated that all staff had increased their usage of ICT in their classroom and administrative practice. This was reflected in the survey where students supported that ICT was used widely in classrooms across all teaching areas. A major STEM (Science Technology Engineering and Mathematics) initiative was successfully implemented during 2017 with staff from 8 local schools involved in the development of a coordinated approach to STEM for the future.

Next Steps

- We will continue to look at opportunities to improve teacher practice and part of this will be the use of Instructional Rounds in 2018. This program builds on the Teacher Talk program which has run successfully over the past three years.
- The Chromebook program will continue to develop with students in Years 7 to 10 now all participating in the program. Continued support of new staff to ensure teacher's capabilities are current and support the implementation of ICT within the classroom. A revamped Chromebook bootcamp for Year 7 students will be implemented, incorporating STEM skills to provide context to their learning.
- STEM is now offered to all students in Year 7 and this is supported through ongoing professional learning across several faculties including Science, Technology and Mathematics. This will need to be evaluated at the end of 2018 in order to see how it can be integrated into the Stage 4 Curriculum.

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, 18% 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 of 40%. However, there was continued improvement in the percentage of students achieving Bands 5/6 from 2016.

Overall, HSC school-based assessment marks increased by an average of 4.5% from 2016 to 2017. The majority (80%) of subjects showed improvement. When this is coupled with a reduction in the number of N-Warning letters for years 11 and 12 students it would appear to indicate that there is greater student engagement with school-based assessment tasks. It would be reasonable to attribute this improvement to the school-wide focus on quality assessment and feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$34,138	<p>From analysis of HSC results for 2017, there is a slight increase in the proportion of Band 5 and 6 results from the previous year (2016). However, the average difference between the proportion of school Band 5 and 6 results and the proportion of state Band 5 and 6 results has remained the same.</p> <p>On overall average results, the gap between the school and state has closed, projecting a clear indication of overall improvement across 80% of subjects. Specifically, there has been significant growth in Food Technology and Music 1, achieving either at or above state level. These results indicate a positive trend overall towards meeting this target.</p>
Reduction in non-completion of assessment tasks and an increase in student achievement in these tasks.	\$34,138	<p>The number of N-Warning letters for non-completion tasks and course requirements increased from 508 in 2016 to 545 in 2017. However, the increase was seen in Year 10 only and there was a significant decrease in the number of letters sent in Years 11 and 12. There was also an increase of 4.5% in the average school based assessment mark across all school HSC courses from 2016 to 2017.</p>

Next Steps

- By encouraging staff to incorporate data analysis of their results and teaching methods and applying for meaningful professional learning, teachers are able to track their growth over time. This can be seen via analysis of RAP data and allows staff to make any necessary adjustments to their teaching accordingly.
- By following whole school procedures including creating quality assessment tasks, staff are able to assess more accurately their student's progress via School Based Assessments. This can give clear indications of the overall achievement of students leading up to their HSC examinations.
- Instilling a culture of positive work ethic in our students from Year 7 via differentiated teaching pedagogies and whole school procedures like PBL, to encourage students to excel in their learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$112,581 (includes fixed staffing costs of \$65,509)	<p>Initiatives included funding of a full time Aboriginal Education officer and for the employment tutors to support Literacy and Numeracy in junior years and senior students across subjects.</p> <p>In 2017 the school continued its participation in the AIME (Australian Indigenous Mentoring Experience) program to build links between Years 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 and Reconciliation Week.</p> <p>School funds were used to assist with costs such as food, venue, equipment hire and transport costs for a range of activities. 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 2017 we also continued the process of introducing the local Bundjalung language into junior curriculum through a number of cultural programs across Years 8 and 9.</p> <p>A number of students also participated in a cultural dance group that performed publicly at various events including the Schools Spectacular in Sydney.</p>
English language proficiency	\$7,769 – targeted funding	<p>EAL/D funding was used to employ a classroom teacher one day per week to support two students who were identified as EAL/D students. This teacher was able to provide extra support in the classroom and to formulate a program for supporting students withdrawn from class to undertake an intensive literacy lesson. Students were also assisted with assessment tasks to help them achieve the best possible outcomes.</p>
Low level adjustment for disability	\$348,061 (includes \$223,463 for fixed staffing costs)	<p>In addition to the 6 support unit classes, funds were used to establish a class for students requiring specialised, individual programs, which were developed with the assistance of and in consultation with relevant organisations outside of the school e.g. Aspect, Benevolent Society, Out of Home Care providers, Family and Community Services and other non-government organisations involved in the support and management of these students. This program, which focused on the individual student's needs and the teaching of appropriate behaviours, was based on identifying what motivated each student and planning activities which used that motivation to improve engagement. In 2017, the school employed two full time and one part time</p>

Low level adjustment for disability	\$348,061 (includes \$223,463 for fixed staffing costs)	Learning and Support teachers. Funds were also used to employ School Learning and Support Officers (SLSOs) who supported students identified by the Learning and Support Team as needing additional support. SLSOs also supported the implementation of our "Multilit" program, providing additional 1-to-1 literacy support; Rock and Water and Drumbeat programs, which focussed on developing students' resilience and social skills.
Socio-economic background	\$719,154	<p>A significant focus of socio-economic funding in 2017 was the continued rollout of Digital Units of work and a corresponding BYOD (Bring Your Own Device) program for Year 7-10 students.</p> <p>The school used equity funding to purchase additional Chromebook computers and special charging storage cabinets, for short term loan to students unable to purchase their own device. Two full-time technical support officers were employed to oversee the loan of computers and to directly support teachers in the classroom. Funding was assigned to release teachers to develop further digital units of work for Years 7 to 10. 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. 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.</p> <p>\$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>

Support for beginning teachers	\$17,513	In 2017, four beginning teachers were supported through a specialised school induction program, the assignment of mentors within the school, 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.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	439	460	466	480
Girls	482	482	479	452

Student attendance profile

School				
Year	2014	2015	2016	2017
7	89.3	88.8	90.7	89.9
8	89.8	89.1	84.1	87.8
9	87.5	88.1	85.9	84.6
10	81.2	83.2	81.5	81.8
11	83.1	82.6	81.3	85
12	89.5	85.7	87.9	84.9
All Years	86.3	86.2	85.2	85.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school manages all student attendance using the Sentral student management software system. A daily roll mark occurs in a special pastoral care period each morning called "On Trac". Parents are sent a SMS on their mobile phone if their child is absent from school without explanation. Rolls are also marked period-by-period by classroom teachers and periodically a SMS message is sent to parents if their child is present at school but is missing from class. Students with persistent identified attendance issues are interviewed by the Head Teacher Welfare and strategies put in place to address any issues impacting their attendance. If problems persist after contact and engagement with parents, students are referred to the Home School Liaison Officer. Where attendance is an issue of potential risk of harm, the Head Teacher Welfare consults with the Mandatory Reporter Guide and determines if any further notification is necessary.

Students with excellent attendance are rewarded through the school merit system. Student participation in non-mandatory extra-curricular activities is contingent on their having satisfactory attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	9	10
Employment	26	31	42
TAFE entry	46	45	12
University Entry	0	0	29
Other	28	12	4
Unknown	0	3	3

Year 12 students undertaking vocational or trade training

In 2017, 55 Year 12 students undertook vocational or trade training as part of their HSC. This was comprised of 15 students studying a vocational unit at TAFE and 32 students studying a vocational subject at school and 8 students studying both at TAFE and Grafton High School.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the students enrolled in Year 12 at the start of 2017, 110 met requirements for the award of the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	51.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	18.97
Other Positions	2

*Full Time Equivalent

The Australian Education Regulation – 2014, requires schools to report on Aboriginal composition of their workforce. Grafton High School has two designated Aboriginal staff positions. One is the Aboriginal Education Officer and one is an administrative position. The administrative position was permanently filled late in 2017 through a local merit selection process. 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	4

Professional learning and teacher accreditation

Additional funds were directed towards professional learning in 2017 to support a range of initiatives outlined in the school plan. Particular focus areas included digital learning, classroom management, student wellbeing and support for the introduction of new curriculum. There was also a focus on

collaborative practice through the Instructional Rounds project.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	281,779
Revenue	11,934,206
Appropriation	11,372,635
Sale of Goods and Services	14,899
Grants and Contributions	542,501
Gain and Loss	0
Other Revenue	0
Investment Income	4,171
Expenses	-11,756,455
Recurrent Expenses	-11,756,455
Employee Related	-10,701,386
Operating Expenses	-1,055,070
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	177,751
Balance Carried Forward	459,530

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 continues to lead to an overspend in this area and a significant degree of uncertainty in expenditure. Further to this, staffing costs associated with some forms of leave, such as Workers Compensation leave, are not reimbursed immediately and so the delay in

reimbursements for several staff occurred after the end of the school financial year, which contributes to funds being carried over. Additionally, funds expended on maintenance were far in excess of those allocated, as the basic needs of the school exceed the funding available.

A further impediment to the effective management of funding allocation has been the restrictions placed on schools by the Department of Education that prevent them from managing targeted funding on an individual program basis. Finally, the annual financial data provided in this report includes significant quantities contributed by parents as deposits for excursions occurring the following year, specifically the Year 7 Great Aussie Bush Camp and the Vietnam excursion, which will not be expended until 2018.

While ever the school is made accountable for unpredictable costs such as staff leave and maintenance, and while ever the funds allocated for these two areas remain wholly inadequate to the industrial entitlements of staff and unavoidable maintenance and facilities needs of the school, there will continue to be a significant degree of uncertainty that will provide a major impediment to the efficient financial management of the school and the full and proper expenditure of all funds.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	7,890,627
Base Per Capita	151,023
Base Location	5,808
Other Base	7,733,797
Equity Total	1,187,565
Equity Aboriginal	112,581
Equity Socio economic	719,154
Equity Language	7,769
Equity Disability	348,061
Targeted Total	1,538,605
Other Total	439,654
Grand Total	11,056,451

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

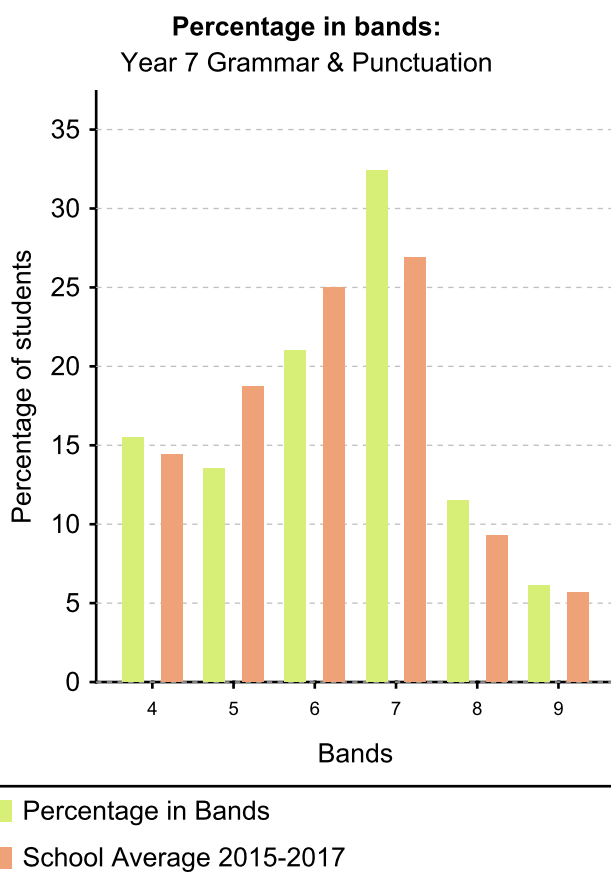
statement can be obtained by contacting the school.

School performance

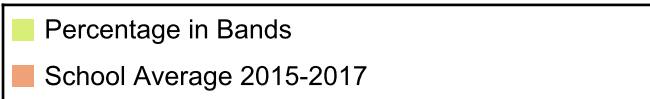
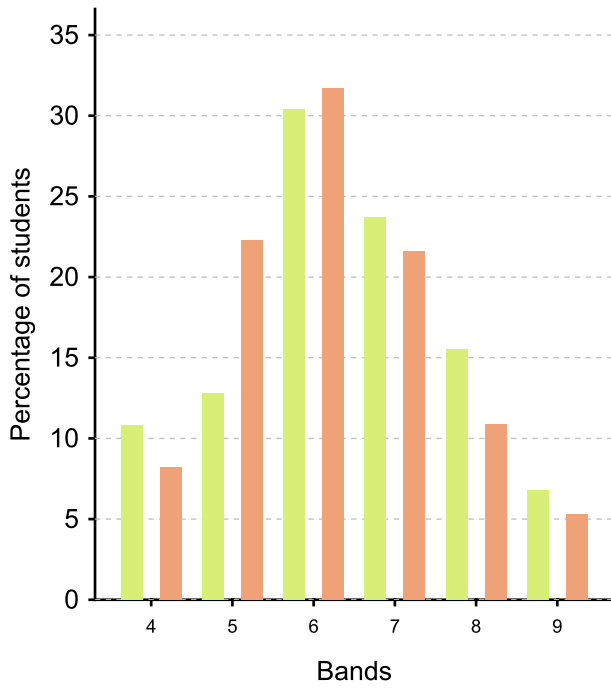
NAPLAN

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.

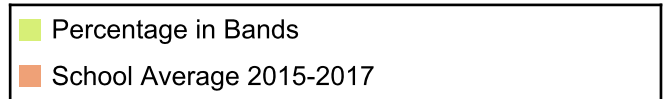
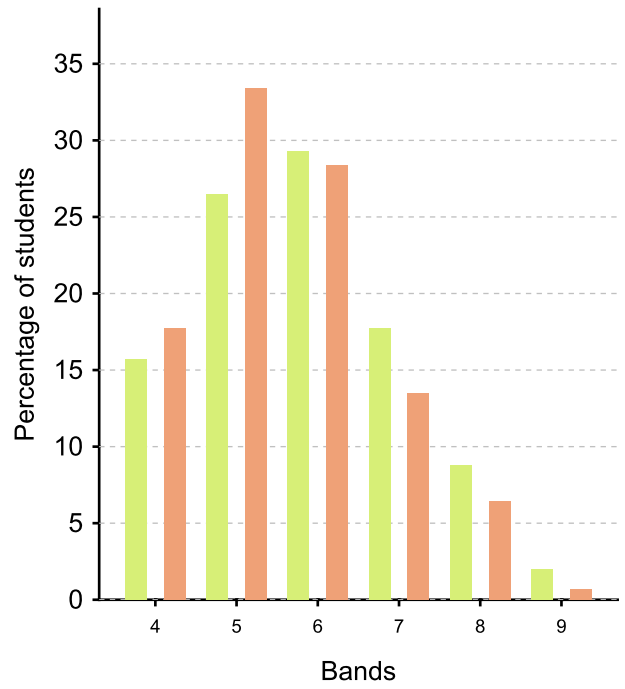
The following graphs show the percentage of students in each of the NAPLAN performance bands for 2017 alongside the school average for 2015 – 2017. Though there has been an increase in students performing below minimum standards in Year 7 NAPLAN results in most test areas, there has also been an increase overall in the number of students achieving higher band results. Year 9 results have shown a reduction in the number of students achieving below minimum standard. In general terms, there was an increase in the proportion of students achieving higher bands in all test aspects except Spelling and Writing. While Writing only declined a small amount, there was a more significant decline in Spelling results for higher bands when compared to the overall school average from 2015 – 2017.



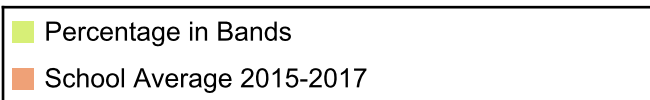
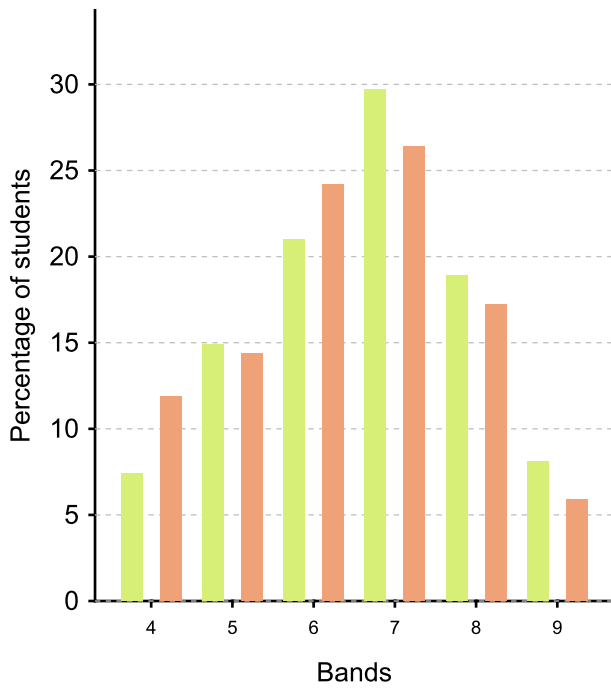
Percentage in bands:
Year 7 Reading



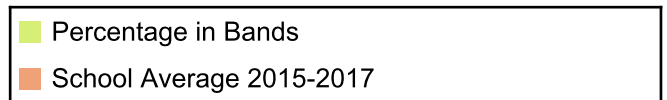
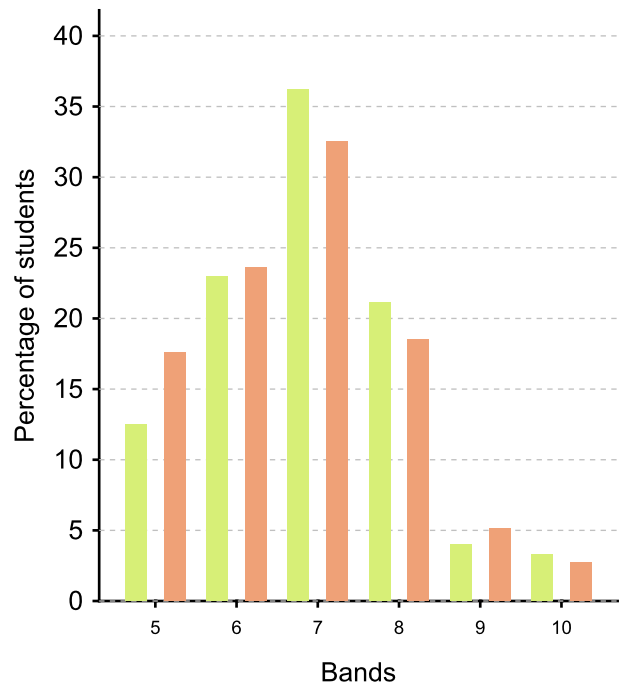
Percentage in bands:
Year 7 Writing



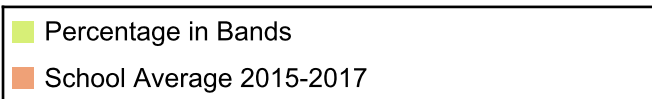
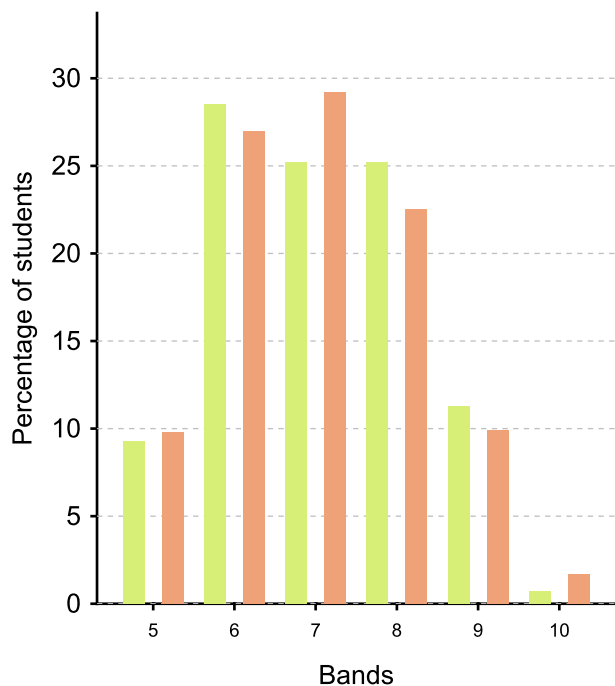
Percentage in bands:
Year 7 Spelling



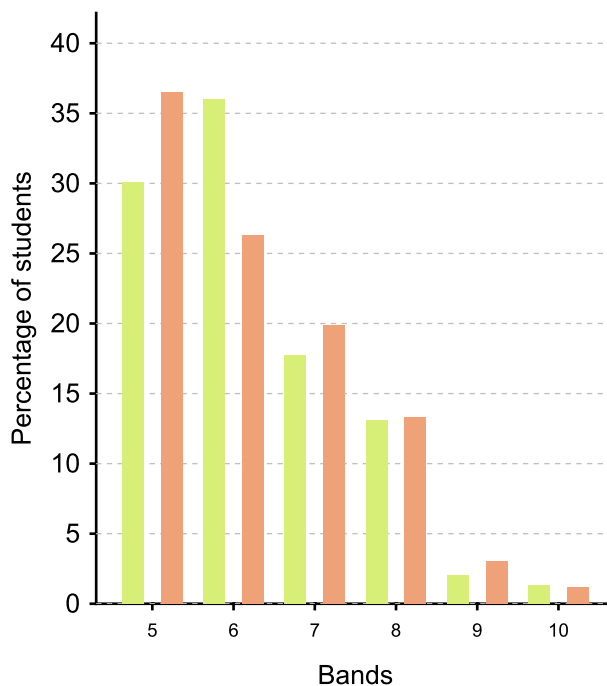
Percentage in bands:
Year 9 Grammar & Punctuation



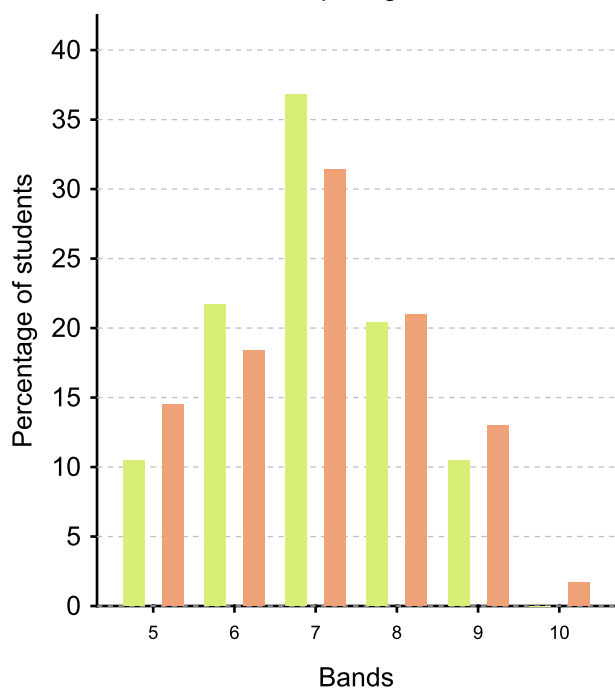
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

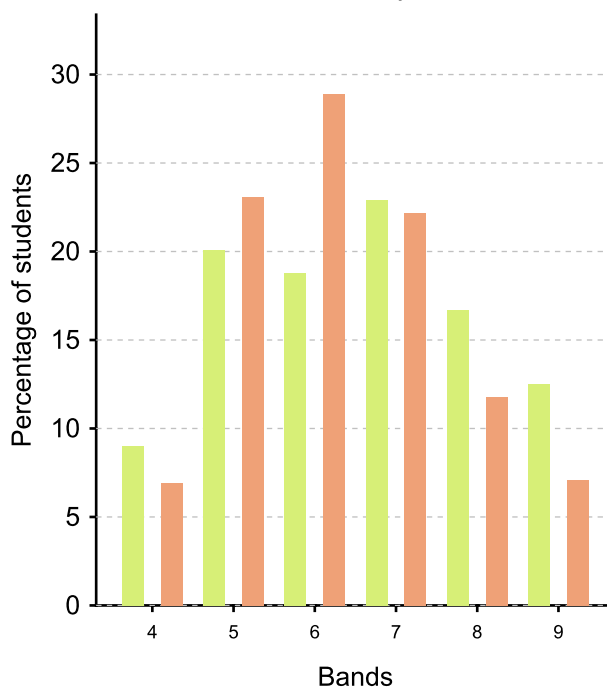


Percentage in bands:
Year 9 Spelling

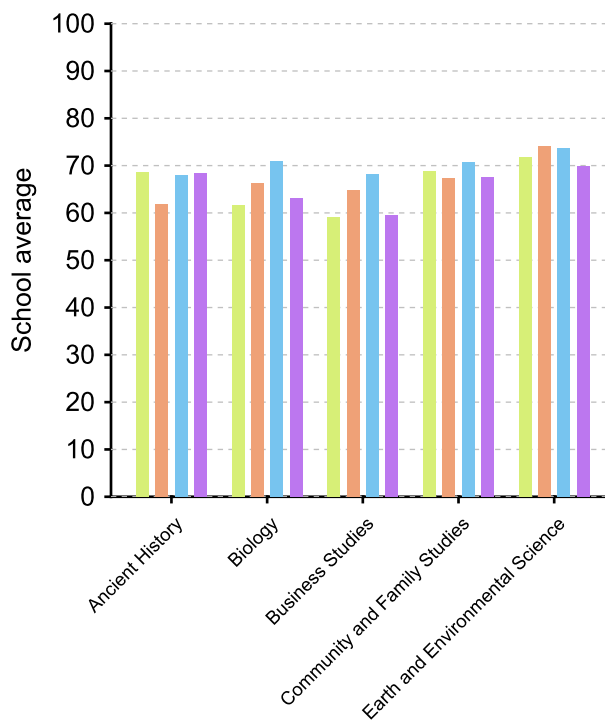
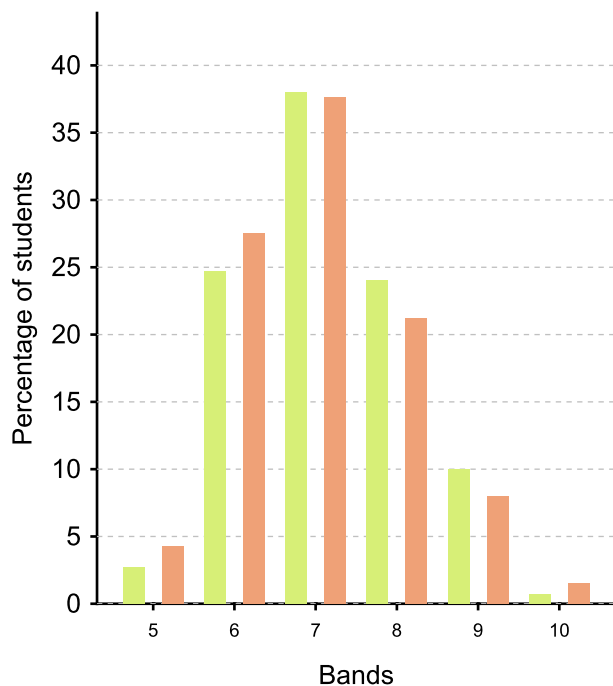


Year 9 Numeracy results are very pleasing overall and show a reduction in the proportion of students at or below minimum standards when compared to the overall school average from 2015 – 2017. Similarly, there is an increase in the proportion of students achieving the higher bands, with the exception of the very top band 10 result, which was down from the 2015 – 2017 average.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

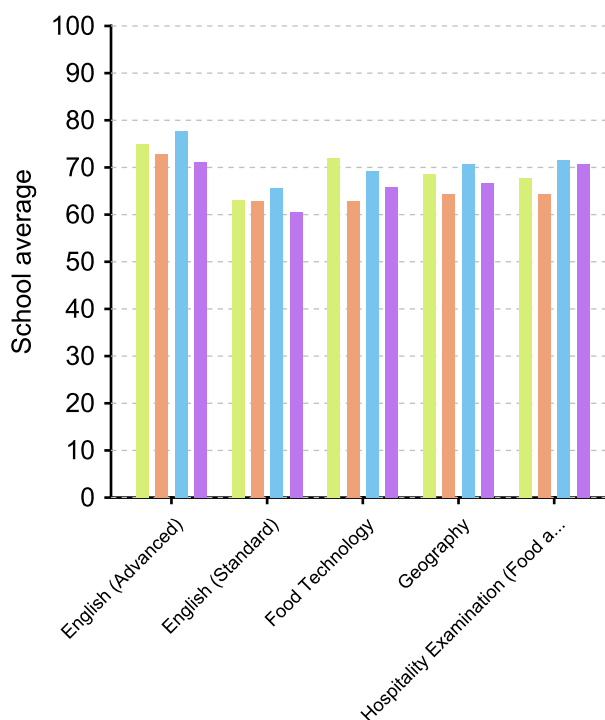
School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

Whilst we have not yet achieved our target there is a positive trend. Progress for 2017 was an improvement in Writing and Spelling in both Years 7 and 9. Grammar and Punctuation in Year 9 also showed improvement. The Growth Data indicates that we are moving forward toward our targets as we are exceeding expected growth for Years 7 to 9 in Grammar and achieving expected growth in Reading and Numeracy. Overall greater than 50% of our students are achieving greater than or equal to the expected growth in 4 of the 5 disciplines, with 68% of the students achieving expected growth in Numeracy.

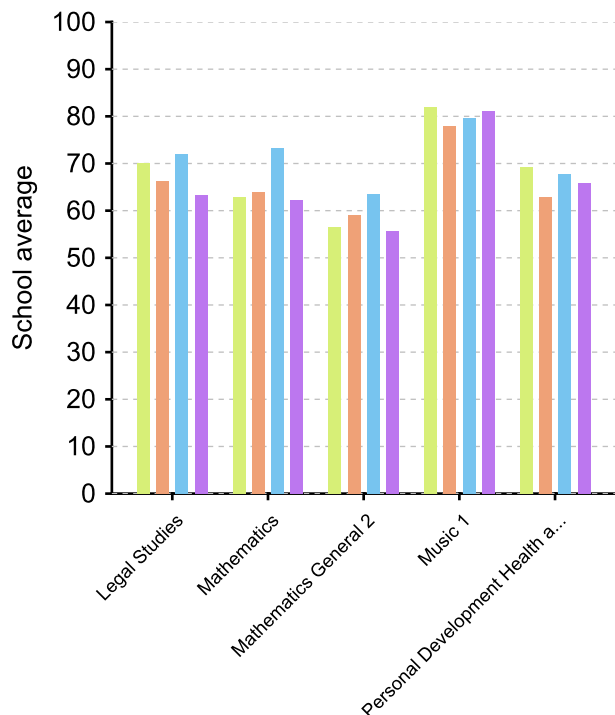
Higher School Certificate (HSC)

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

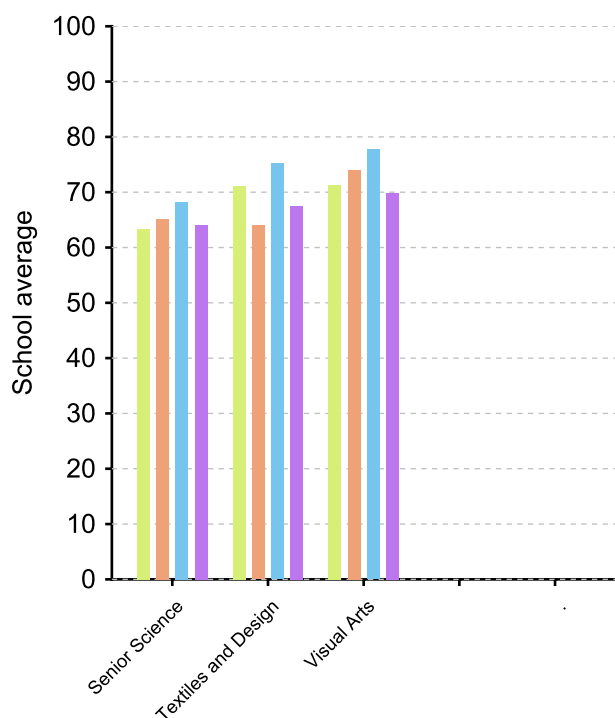
The following graphs show the average HSC mark for each subject for 2017, the school average from 2013 – 2017, the average for similar school groups and the state average. Results are only presented for subjects with 10 or more students.



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

HSC results were particularly pleasing across the majority of subjects in 2017. As the following graphs indicate, a significant proportion of subjects had an average score in excess of the 2013 – 2017 average. There were also 11 subjects that had an average score greater than the average for similar school groups and four subjects with average scores greater than the state average across all schools.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents/carers through a 'dotmocracy' at the Term 2 Parent Teacher Night in regards to the structure of Parent Teacher Night, the school website and social media.

- Parents/carers were asked whether they had accessed our schools website. 100% of respondents answered 'Yes'. The popularity of the website as a point of information for parents/carers resulted in the website being overhauled and updated in Term 3.
- Parent/carers were asked whether they had 'liked' our school's Facebook page. 42% of respondents had. This informed our use of the platform, with it increasingly utilised as a delivery method for information about school activities. This in turn resulted in an increase in traffic to the school's page.
- Parents/carers were asked whether they were satisfied with the format of Parent Teacher Night and the location, as well as their preference for a hardcopy booking sheet or online bookings for Parent-Teacher conferences. Overwhelmingly, parents/carers were happy with the current format and location of Parent Teacher Night, while 92% of respondents preferred online bookings. Consequently, Parent-Teacher conferences are now booked through the Parent Portal on Sentral.

Grafton High School staff and students were surveyed on their knowledge of the Positive Behaviour for Learning (PBL) values of the school for a School-wide Evaluation Tool (SET). The SET is to determine how accurately school-wide PBL is being implemented. It consists of a number evaluation questions that are divided into seven sub-scales. The information provided from this evaluation has specifically highlighted the strengths of the implementation and some areas for future direction and/or planning considerations. Currently, the school is operating at 76.7% in terms of its implementation and maintenance of school-wide PBL. Out of the seven sub-scales, the school is operating above the standard in three sub-scales; Ongoing System for Rewarding Expected Behaviours, Monitoring & Decision Making and School Services Support. This reflects:

- Staff understand how to acknowledge positive social behaviour;
- Staff use and students understand the rewards system;
- Signage in teaching and non-teaching areas of the school;
- Staff support which explains the systems we use and how to create data entries on Sentral;
- Executive and PBL use data to guide focus areas (for example, Sentral and school's discipline referral system);
- School provides a budget for PBL and the PBL team utilises HT-Coach Mentor. Sub-scales: Expectations Defined, Behavioural Expectations Taught, System for Responding to Problem Behaviours and Management, are areas where

some future direction and/or planning has been advised.

Policy requirements

Aboriginal education

Approximately 12% of students enrolled at Grafton High School in 2017 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 also reported on in the "Aboriginal background loading" section of this report.

2017 initiatives included funding of a full time Aboriginal Education officer and for the employment tutors to support Literacy and Numeracy in junior years and senior students across subjects. The school also participated in a number of significant cultural programs, including:

Introduction to Aboriginal Culture (Year 8 students): Students participated in an 8 lesson program which exposed them to various traditions of the local Aboriginal people. Fire making, dancing, art, music and language were the focus of this program. Bianca Monaghan and Rodger Duroux facilitated this experience and provided a chance for the local Aboriginal community to share their knowledge with our students.

Girls Leadership Program: Year 9 girls have had the opportunity to participate in a specific program aimed at Aboriginal girls. The program focused on female students identifying their culture as a strength and using it to influence their lives in positive ways. The students produced some amazing artworks, have gained confidence and have developed into respectful and strong leaders within the school. Special congratulations to Janaia Cutmore and Daina Kershaw, who are the Aboriginal representative on the SRC.

Dance Group: The Grafton High Dance Group is a program run during Wednesday afternoon sport to provide Aboriginal students an opportunity to be actively involved in their culture and develop their skills in dance, language and leadership. This year was another successful year for our Dance Group. Not only have they participated in Bangarra workshops and the Rekindling Program, they have also developed their skills from last year to be call backs for the Bangarra Junior Dance Company. The Group also performed for the opening of Grafton's ABCARE centre. Ten of these students were selected to represent the school and participate in the Schools Spectacular at Qudos Bank Arena in Sydney.

Multicultural and anti-racism education

LOTE (Languages other than English)

In the Year 7 LOTE program, students gain a cultural understanding through learning French and Japanese.

They also look at Aboriginal Perspectives in Languages and discuss the similarities and differences between these languages and English. The mandatory LOTE requirement is studied in Year 8 where the students study either French or Japanese for the entire year. Year 7 and 8 students are exposed to various cultural aspects of that country through excursions to Coffs Harbour and Brisbane where students have the opportunity to visit and learn about Japanese Gardens, Art Galleries, shops and the food. Students also participated in a Japanese drumming workshop where they had hands-on experience of using Japanese drums.

Cultural Discoveries

Cultural Discoveries is a year 9 and 10 course delivered within the HSIE faculty. This course gives students the opportunity to undertake an international study of cultural diversity across the globe and within Australia. A core unit on Understanding Culture and Diversity in Today's World is studied as an introduction in Year 9, with various Optional Units studied for the remainder of the course, such as Culture and Gender, Food, Travel and the Media. In 2017, our third Overseas Excursion to Vietnam and Cambodia was proposed, with students from the Cultural Discoveries course able to attend. This gives students the opportunity to have real world experiences and practice what is studied in the classroom. Cultural Discoveries students were involved in promoting Harmony Day, making Harmony Day posters and displaying them around the school. Cultural Discoveries students were also involved in excursions to various restaurants around Grafton to experience the foods of different cultures.

Lifestyles Studies

Lifestyle Studies is a course that is offered to Year 11 and Year 12 students and is designed to equip them with skills and knowledge to better adapt to life outside of school and give them real world experience. They undertake units of study on the Legal System, Community Awareness, Effective Parenting and Financial Budgeting as well as optional units of study such as Self Defence, Domestic and International Travel and Media and Entertainment. Students were involved in excursions to Real Estate Agencies and various financial institutions around Grafton during 2017, experiencing first-hand what is studied in the classroom.