

# Grafton High School

## Annual Report



2018



8117

## Introduction

The Annual Report for **2018** 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

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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 6 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in all three domains of "Learning", "Teaching" and "Leading", the school was mostly operating at the level of "Sustaining and Growing". All school self assessment was validated by the external validation panel, with the exception of the element of "Management practices and processes", which the panel felt was performing at the higher stage of "excelling".

Our self-assessment and the external validation 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

### Excellence in Learning

#### Purpose

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

#### Overall summary of progress

From analysis of HSC results, the proportion of students achieving band 5 and 6 remained relatively unchanged and is still below state averages. However, the gap between state and school has closed in some subjects and we continued to see strong results in subjects such as PDHPE and Hospitality. Progress in meeting attendance and NAPLAN targets has stagnated, however, there has been pleasing improvement in key data on student wellbeing; evidenced through the Tell Them from Me survey results.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The average attendance rates for students are equal to or greater than the state average.	\$64,593	Average attendance remains below state average at 83.5 %. Aside from the general rate of attendance of most students, a small group of students with extremely poor or non-attendance continue to skew results. While such students are referred to the Home School Liaison Officer program, students aged 16 and over (around 1/4 of the school) are ineligible for referral, making it difficult to manage.
At least 30% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.	\$30,000	Results were quite mixed for 2018. While results were below 30% in all areas, we saw positive and significant increases in the proportion of students in the top two bands for Writing and Numeracy (see NAPLAN results later in this report for further detail). However, results for Reading have effectively remained static. Of significant concern are the results for incoming Year 7 students in Numeracy that showed a significant decrease in performance from previous years.
Increase the proportion of students demonstrating active engagement with their learning.	\$426,793	Tell Them From Me survey trend reports show an increase from 2017 of 9% in the "Intellectual Engagement Composite". There were also increases in "Interest and Motivation" and "Effort".

#### Next Steps

The school will increase its focus on pastoral care and mentoring of students to help improve engagement and attendance. The school has elected to participate in the trial of Best Start Year 7 in 2019, to ensure a renewed focus on literacy and Numeracy and to ensure that students reach benchmarks.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Teacher capacity is central to student development and achievement. As such, we need to support the 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. These staff need to be capable and confident in their work and, as such, must be provided with opportunities and support to improve their professional skills and knowledge.

#### Overall summary of progress

Teacher engagement in the accreditation process and in professional learning remains strong but is significantly hindered by both the rural location of the school (which limits access to many professional learning courses) as well as a significant and worsening shortage of casual teachers. This shortage of teachers meant that teacher participation in a number of professional learning activities had to be cancelled at short notice as there were insufficient staff to cover classes and maintain duty of care.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are provided with professional learning opportunities to assist them with achieving the goals of their Performance Development Plans (PDPs) and maintenance of accreditation.	\$143,695	In 2018, all teachers at Grafton High School had Performance and Development plans. The professional learning accessed by staff was guided by their plans. The increasing need to access registered professional learning has influenced a restructuring of the way professional learning is monitored at Grafton High School and staff have been provided with opportunities to improve their use of eTams to monitor their professional learning in line with the Australian Professional Standards for Teachers
Teachers evaluate, share and discuss learning from professional development with other staff in the school to improve whole school practice.	nil	In 2018, there were over 100 professional development events attended by one or more staff member from Grafton High School. Teachers, where their professional development event was Key Learning Area specific, provided feedback to their staff during faculty meetings as per the school's Meeting Schedule. Where the professional development was for whole school processes, attendees were given an opportunity to share and discuss their learning at whole school events including Staff Development Days and Twilight Teacher Professional Learning Sessions. This was the case for those who attended professional development on areas including NAPLAN, Instructional Rounds and the creation and implementation of Rich Tasks. In addition, teachers were provided with a template where they could record relevant information that was e-mailed to all staff where appropriate. Formal evaluation of registered professional learning was regularly completed by proficient staff through the NSW Education Standards Authority eTAMS.

#### Next Steps

The school will need to look at inbuilt relief to assist in releasing teachers to attend professional learning. There needs to be advocacy to ensure that the Department of Education ensures that important professional learning activities are

available to access outside of the Parramatta area, as this is causing significant inequity and will ultimately impact on the quality of teaching in rural and remote areas. Involvement in trial initiatives, such as Best Start Year 7, will assist the school in this, as these initiatives provide some of the few opportunities for staff to access appropriate quality professional learning.

## Strategic Direction 3

### Excellence in Leading

#### Purpose

Leadership is seen as mobilising expertise at all levels in the school utilising a shared, collective and extended leadership practice in order to generate more opportunities for change and to build the capacity in all staff for improvement.

#### Overall summary of progress

There was a strengthening engagement of both students and staff in leadership opportunities in 2018. Executive staff were particularly engaged with the external validation process. Involvement of parents and community in key aspects of the running of the school has remained strong and was reflected in the engagement with the review of the school uniform.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff and students provided with opportunities to develop leadership skills to enable a self-sustaining and self-improving school community.	\$64,000	Student engagement in leadership was reflected in the number of nominations for SRC positions and in ongoing student participation in the Peer Support program and Peer Reading. A number of senior students were also trained in Youth Mental Health First Aid. In 2018, 4 teaching staff were in long term relieving positions as Head Teachers. Key staff participated in the annual executive conference. There was a noted increase in the number of staff expressing a desire to step up into relieving executive positions.
Increased community participation and engagement in school planning, decision making processes and events.	\$19,600	In 2018, the school sought opinions from parents/carers, students and staff in regards to Grafton High School Uniform through online surveys and interviews. There were 63 responses to the staff survey, 538 responses to the student survey and 210 responses to the parent/carer survey. The Grafton High School P&C were also involved in the evaluation process. The school P&C provides representatives for merit selection panels, the school Finance Committee, Enrolment Committee and Planning Committee. The P&C organised two major events in partnership with the school, the Debutante Ball and the annual Go Art exhibition. Aboriginal community members were engaged as guest speakers in our Aboriginal Studies Community Forum.

#### Next Steps

More formalised training and structures need to be put in place to foster staff leadership. This will include increasing the number of teachers seeking accreditation at the highly accomplished or lead level as well as linking staff with mentoring and leadership training. This needs to include both teaching and non-teaching staff. Student leadership needs to be further developed, with SRC having greater voice and a more visible role within the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$135,022	<p>Initiatives included funding of 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. In 2018 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. Student participation in cultural events and celebrations including NAIDOC Week celebrations, Sorry Day and Reconciliation Week. 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. In 2018 we also continued the process of introducing the local Bundjalung language into junior curriculum through a number of cultural programs across Year 8. A number of students also participated in a cultural dance group that performed publicly at various events including the Schools Spectacular in Sydney. These students also participated in Bangarra Dance programs and workshops such as Rekindling.</p>
<b>English language proficiency</b>	\$7,891	<p>EAL/D funding was used to employ a classroom teacher one day a week for a semester to support one student who was identified as an EAL/D student. This teacher was able to provide extra support in the classroom and develop a program that focused on developing literacy skills. The student was also assisted with assessment tasks to help them achieve the best possible outcome.</p>
<b>Low level adjustment for disability</b>	\$381,609	<p>At Grafton High School there are 6 support classes, 3 of which are discreet classes in the support unit and 3 that are integrated into mainstream. In addition to this, funds have allowed the school to continue to run a small class that caters for students who require specialised learning programs and intensive support, which is provided by a class teacher and a Student Learning and Support Officer (SLSO). This class has been successful through explicit teaching, clear expectations and routines that create a level of predictability for the students in the class.</p> <p>Through the use of funding for low level adjustment for disability, the school funded the salaries of 2.4 Learning and Support Teachers as well as SLSO's, who support students identified by the Learning and Support Team. The school has also been able to employ an additional SLSO for a student who is transitioning out of year 12 and into post-school options, who requires significant support. Students that are</p>



<b>Low level adjustment for disability</b>	\$381,609	identified may receive a short or long intervention and will participate in programs like; Multilit, Rock and Water, Drum Beat, Reading to Learn, as well as receive additional 1:1 literacy and numeracy support, which allows the student to develop socially and academically.
<b>Socio-economic background</b>	\$741,087	Funds were used to supplement a deficiency in funding in other targeted areas such as Aboriginal education and staff professional learning. Funds were also used to employ additional staff including a 0.4 Transition Adviser, 2.0 Technology Support officers, and a teacher for the Skills for Work class in Year 10. Funds also assisted with the purchase of capital equipment to improve learning including a new school tractor, woodwork lathes and a coffee machine. Funds also assisted with resources for a number of other programs and to supplement wellbeing programs and the Year 7 camp.
<b>Support for beginning teachers</b>	\$35,900	In 2018, 3 beginning teachers were supported through a specialised school induction program, the assignment of mentors within the school and additional release time to work with their mentors. They were given an opportunity to observe other teachers, work on teaching programs, registration, assessments and their accreditation, as well as additional professional learning opportunities where these were available. The Head Teacher Teacher and Learning also provided additional assistance for beginning teachers when required.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	460	466	480	466
Girls	482	479	452	438

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	88.8	90.7	89.9	90.4
8	89.1	84.1	87.8	83.7
9	88.1	85.9	84.6	84.5
10	83.2	81.5	81.8	79.9
11	82.6	81.3	85	77.6
12	85.7	87.9	84.9	81.9
All Years	86.2	85.2	85.7	83.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### 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	12	10
Employment	51	55	45
TAFE entry	20	21	15
University Entry	0	0	22
Other	29	9	4
Unknown	0	3	4

### Year 12 students undertaking vocational or trade training

In 2018, 66 Year 12 students undertook vocational or trade training as part of their HSC. This was comprised of 30 students studying a vocational unit at TAFE and 33 students studying a vocational subject at school and 10 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 2018, 87 met requirements for the award of the Higher School Certificate.

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	51.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.37
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. Aside from these identified positions, the school has one full time Aboriginal staff member in an executive position and 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	98
Postgraduate degree	2

## Professional learning and teacher accreditation

Additional funds were directed towards professional learning in 2018 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

### Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	459,530
<b>Revenue</b>	12,600,761
Appropriation	12,148,862
Sale of Goods and Services	30,445
Grants and Contributions	415,512
Gain and Loss	0
Other Revenue	0
Investment Income	5,942
<b>Expenses</b>	-11,739,125
Recurrent Expenses	-11,739,125
Employee Related	-10,649,324
Operating Expenses	-1,089,801
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	861,636
<b>Balance Carried Forward</b>	1,321,165

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. It is expected that this issue will be addressed in future years as the Department alters the funding of leave to match actual costs. 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. This and other reimbursements can equate to several hundred thousand dollars. 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. Despite attempting to utilise the Department's budget solution, there were significant delays in the Department making this available which impacted on its usefulness in supporting school financial operation. Additionally, the Department chose to implement a new HR system midway through the year, which altered the way in which staffing costs were attributed to budget items and prevented the school from accurately tracking the expenditure of a number of key programs.

While ever there is such a significant degree of uncertainty in school cashflow and budget tracking due to the above issues, these factors will continue to remain a major impediment to the efficient financial management of the school and the full and proper expenditure of all funds. The Department of Education appears to be attempting to address at least some of these issues, though progress is slow.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	8,193,227
Base Per Capita	188,829
Base Location	5,227
Other Base	7,999,171
<b>Equity Total</b>	1,265,609
Equity Aboriginal	135,022
Equity Socio economic	741,087
Equity Language	7,891
Equity Disability	381,609
<b>Targeted Total</b>	1,549,718
<b>Other Total</b>	448,710
<b>Grand Total</b>	11,457,264

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

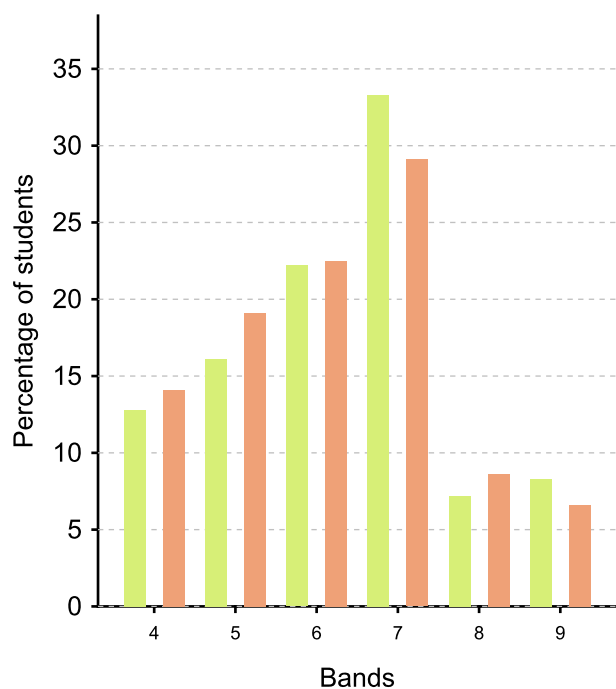
the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The Year 9 Literacy results, on average, show an increase in the percentage of students in the lower bands, decrease in the middle bands and an increase in the top bands. In general students are achieving growth in the middle bands, but we are yet to see this trend in the lower bands. The Writing results in both Years 7 and 9 show students in lower bands substantially beyond the scope of previous reporting. There are encouraging trends in Grammar & Punctuation, Spelling and the upper middle bands of Writing whilst the poor growth in Reading continues to be problematic.

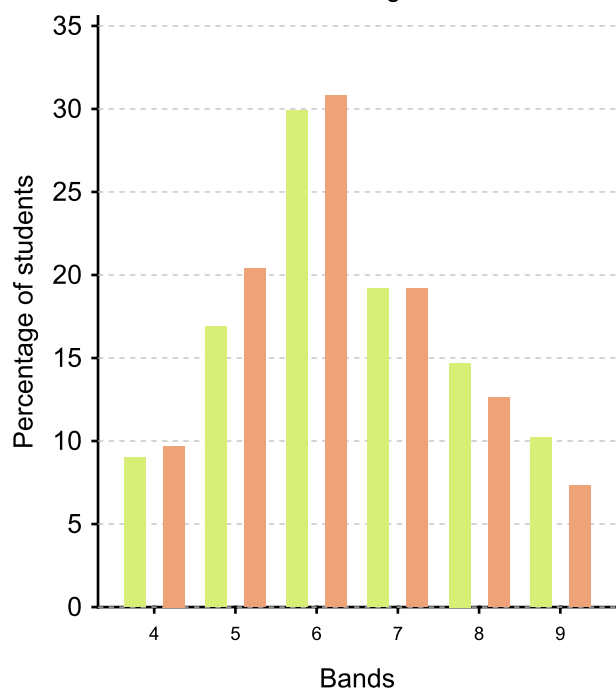
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	12.8	16.1	22.2	33.3	7.2	8.3
School avg 2016-2018	14.1	19.1	22.5	29.1	8.6	6.6

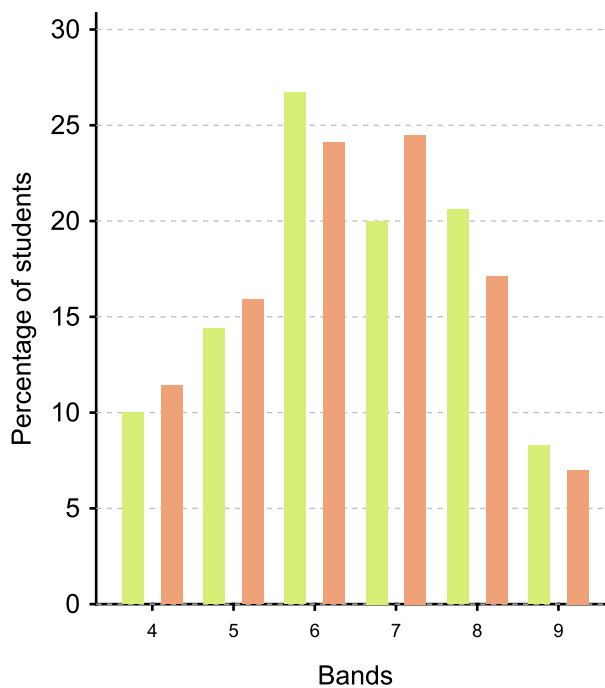
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	9.0	16.9	29.9	19.2	14.7	10.2
School avg 2016-2018	9.7	20.4	30.8	19.2	12.6	7.3

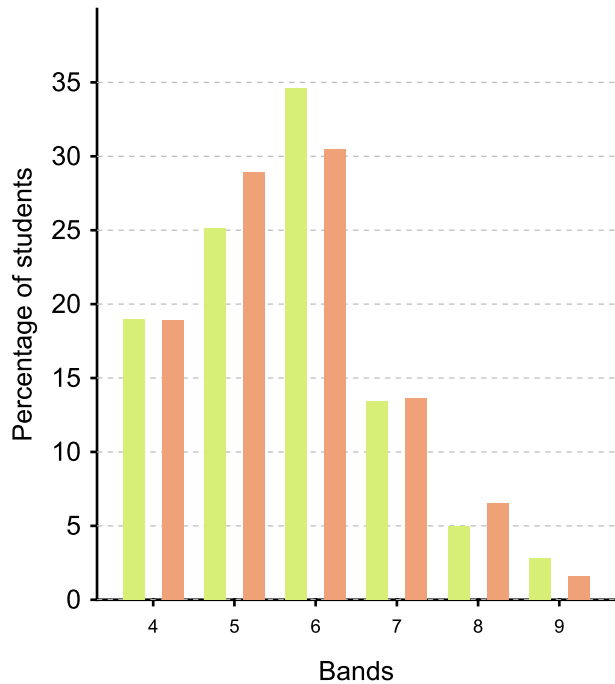
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	10.0	14.4	26.7	20.0	20.6	8.3
School avg 2016-2018	11.4	15.9	24.1	24.5	17.1	7.0

**Percentage in bands:**  
Year 7 Writing

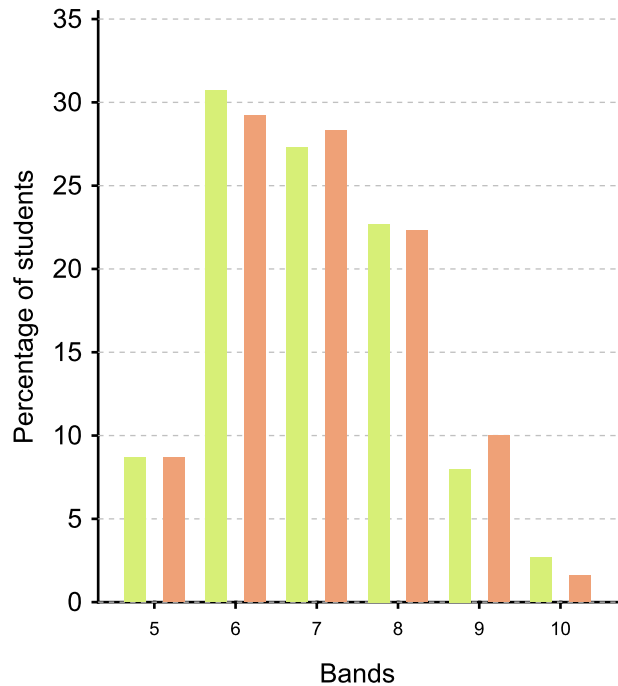


Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	19.0	25.1	34.6	13.4	5.0	2.8
School avg 2016-2018	18.9	28.9	30.5	13.6	6.5	1.6

Band	5	6	7	8	9	10
Percentage of students	22.3	24.8	24.8	18.5	7.6	1.9
School avg 2016-2018	18.8	23.2	31.5	17.9	5.9	2.6

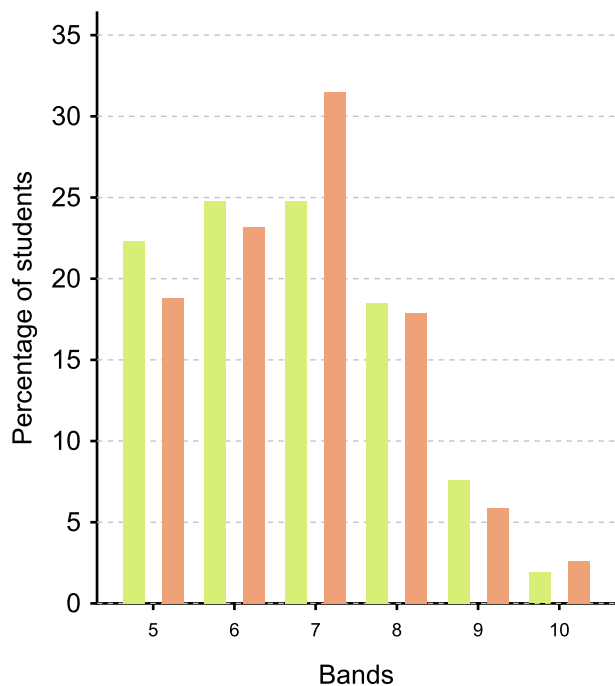
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

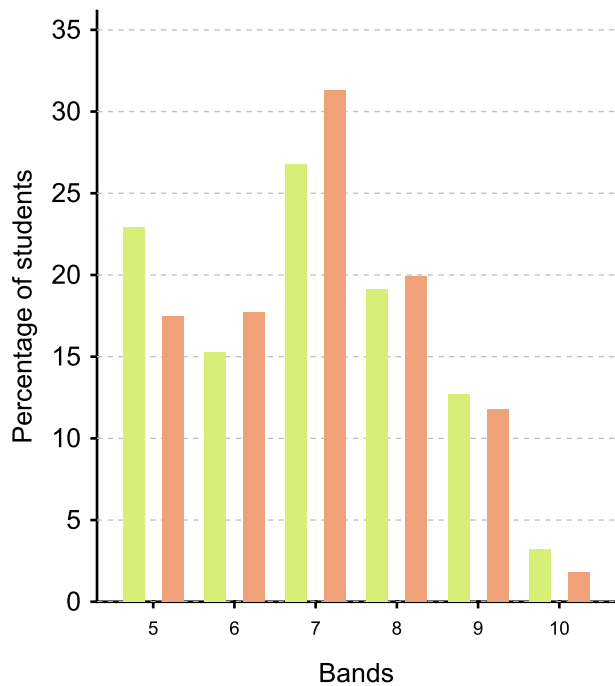
Band	5	6	7	8	9	10
Percentage of students	8.7	30.7	27.3	22.7	8.0	2.7
School avg 2016-2018	8.7	29.2	28.3	22.3	10	1.6

**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Spelling



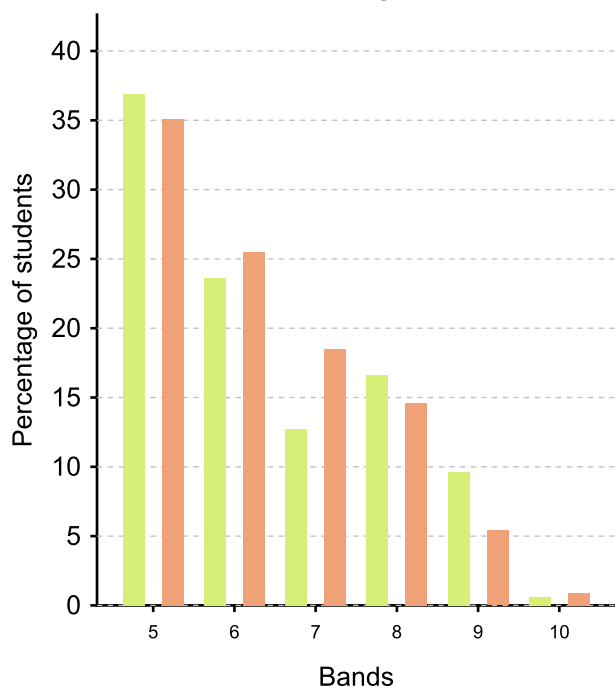
Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	36.9	23.6	12.7	16.6	9.6	0.6
School avg 2016-2018	35.1	25.5	18.5	14.6	5.4	0.9

The Year 9 Numeracy results show a small increase in the percentage of students in the lower bands, decrease in the middle bands and an increase in the top bands. In general students are achieving growth in the middle and top bands, but we are yet to see this trend in the lower bands. The greatest growth in Numeracy is in the top band which is encouraging.

Band	5	6	7	8	9	10
Percentage of students	22.9	15.3	26.8	19.1	12.7	3.2
School avg 2016-2018	17.5	17.7	31.3	19.9	11.8	1.8

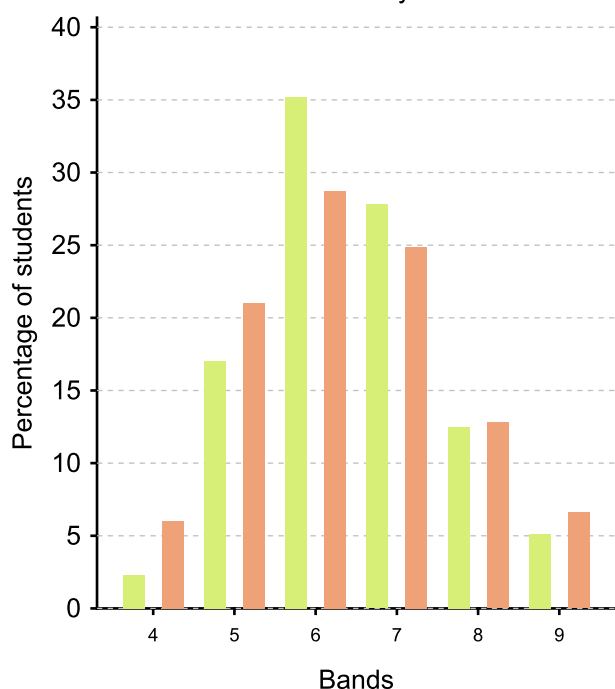
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018



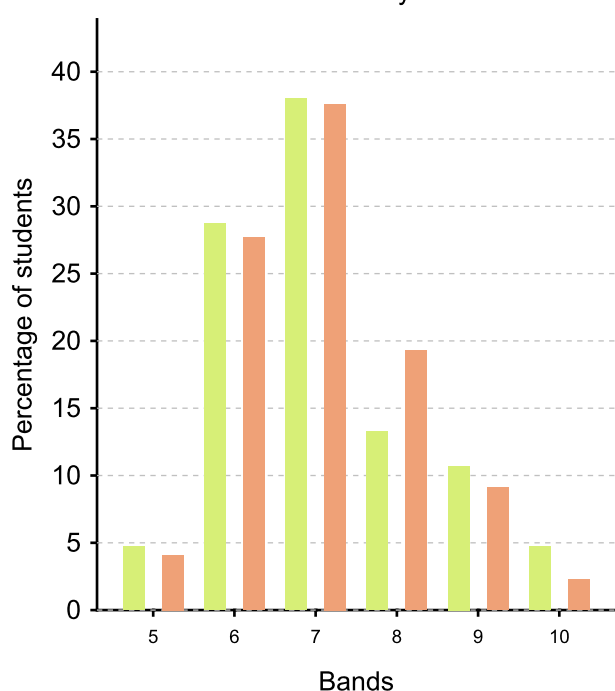
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	2.3	17.0	35.2	27.8	12.5	5.1
School avg 2016-2018	6	21	28.7	24.9	12.8	6.6

**Percentage in bands:**  
Year 9 Numeracy



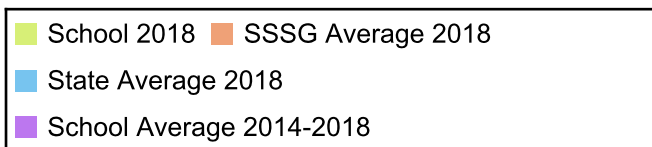
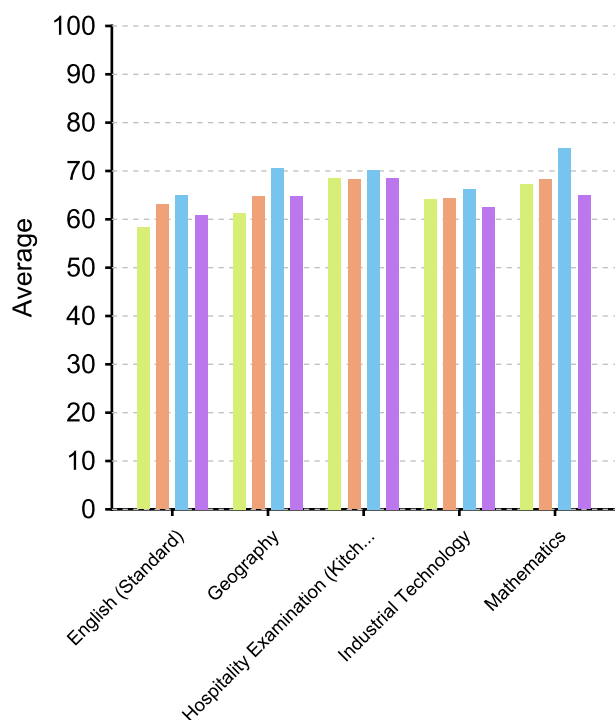
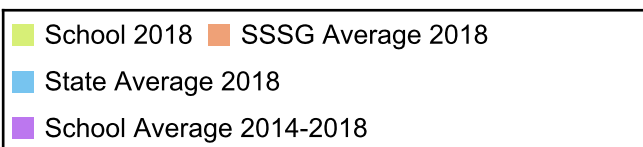
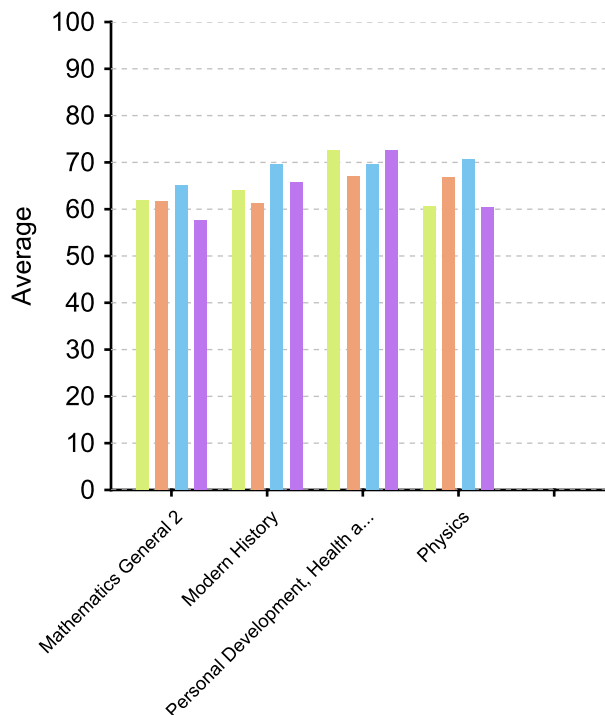
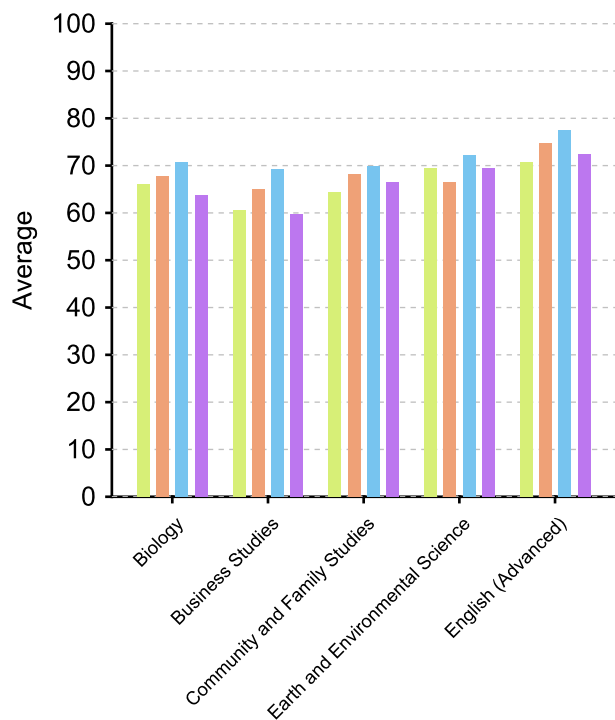
Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	4.7	28.7	38.0	13.3	10.7	4.7
School avg 2016-2018	4.1	27.7	37.6	19.3	9.1	2.3

There is an improvement in the percentage of Aboriginal students in the top two bands; however, their less than expected growth from Year 7 to Year 9 is detracting from the overall improvement. Spelling, Writing and Numeracy are showing the best improvement.

### Higher School Certificate (HSC)

HSC results for 2018 were, on the whole, not in line with school targets. The number of subjects achieving results which were on average below similar school groups and the state average, was significant. This outcome points to the need for further improvement. However, results achieved in Earth and Environmental Science, Hospitality, Legal Studies and PDHPE were particularly pleasing.



Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	66.1	67.8	70.7	63.7
Business Studies	60.5	64.9	69.3	59.8
Community and Family Studies	64.4	68.2	69.9	66.6
Earth and Environmental Science	69.5	66.5	72.3	69.4
English (Advanced)	70.8	74.8	77.5	72.4
English (Standard)	58.3	63.0	65.0	60.9
Geography	61.3	64.7	70.6	64.8
Hospitality Examination (Kitchen Operations and Cookery)	68.6	68.3	70.3	68.6
Industrial Technology	64.1	64.5	66.2	62.5
Mathematics	67.3	68.3	74.8	64.9
Mathematics General 2	61.8	61.6	65.1	57.5
Modern History	64.1	61.2	69.5	65.6

Personal Development, Health and Physical Education	72.6	67.0	69.5	72.6
Physics	60.5	66.7	70.6	60.5

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought opinions from parents/carers, students and staff in regards to Grafton High School Uniform through online surveys and interviews. There were 63 responses to the staff survey, 538 responses to the student survey and 210 responses to the parent/carer survey. The Grafton High School P&C were also involved in the evaluation process.

- Over 90% of parent and staff respondents answered that they believed that it is important to wear school uniform and students overwhelmingly agreed that safety (being able to recognise students, both in and out of school grounds) was an important reason for the importance of uniforms.
- Changes to Grafton High School uniform were made in light of this survey which are being introduced in 2019.
- Then changes to the school uniform are reflective of the needs of our cohort, the socio-economic considerations of our school community and changes to Department of Education and Communities.
- Additional items have been added to the Grafton High School uniform, including a hooded jumper as a result of the review while a separate sports shirt has been removed.

## Policy requirements

### Aboriginal education

Approximately 12% of students enrolled at Grafton High School in 2018 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. 2018 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 facilitated this experience and provided a chance for the local Aboriginal community to share their knowledge with our students.

**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. Eight 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

#### Languages:

In the Year 7 Languages program, students gain a cultural understanding through learning Japanese and French. The students also study a unit looking at Aboriginal Perspectives in Languages and discuss the similarities and differences between these Languages and English. The mandatory Languages requirement is studied in Year 8 where the students study either Japanese or French for the entire year. The Year 7 and 8 students are exposed to various cultural aspects of that country through excursions to Coffs Harbour and Brisbane. On these excursions the students have the opportunity to visit and learn about Japanese Gardens, Art Galleries, shops and food.