

Grafton High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

The average attendance rates for students are equal to or greater than the state average.

At least 30% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Increase the proportion of students demonstrating active engagement with their learning.

Progress towards achieving improvement measures

Process 1: LITERACY & NUMERACY:

Implement targeted literacy and numeracy strategies, both on a whole-school and on a student/class-targeted basis through initiatives developed through the school Literacy and Numeracy Committee and participation in Year 7 Best Start.

Evaluation	Funds Expended (Resources)
Meeting structure amended to allow for class-based literacy/numeracy meetings for Year 7. Lesson observations for Instructional Rounds taking place throughout Term 2. Anecdotal evidence suggests the literacy focus has had some success based on student participation during NAPLAN. The significant majority of students who were required to take the Minimum Standards tests have achieved a Level 3 or higher.	\$15,000, LaSTs, PD Days allocated in the school's budget, NAPLAN papers, Lesson time, relief to organise schedules, PINs and liaise with NESA. TPL funding Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15245.00)

Process 2: PBL:

Maintain and enhance the PBL (Positive Behaviour for Learning) program with a greater focus on the ongoing analysis of behavioural data to inform policy. Behaviour data and analysis reported back to all staff on a regular basis.

Evaluation	Funds Expended (Resources)
A total of 2184 positive Sentral entries for the year was slightly down from the previous year. The post cards were well-received by parents.	Printing/laminating, release time for coordinator and for developing lessons and materials Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3850.00)

Process 3:

Evaluation	Funds Expended (Resources)
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Process 4: STUDENT EXTENSION & ENRICHMENT:

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Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
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Process 5: STUDENT WELLBEING:

Provide opportunities for the emotional development of students through targeted evidenced-based wellbeing programs which result in positive, respectful relationships among students and staff.

Evaluation	Funds Expended (Resources)
Peer Support program valuable for 6–7 transition. Year 7 Welfare camp – hugely successful. Some evaluation of Peer Support needed. Year 12 study day highly successful with parent participation. Rock and Water ongoing. RAP feedback very positive. Positive feedback from Year 11 students regarding Teen Mental Health First aid training. 6–7 transition evenings delayed due to bushfires.	Local facilities, guest speakers, trained student leaders, Booklets, PL and faculty funds, Booklets for RAP, Trainer, booklets and certificates, Head Teacher Welfare, Counsellor, Year Advisers Funding Sources: • Socio-economic background (\$8020.00)

Process 6: STUDENT EXTENSION & ENRICHMENT:

Provide opportunities for student extension and enrichment, both extracurricular and within the curriculum, including in academic, student leadership, sporting, creative and performing art experiences. Recognise student achievement and participation in these areas through the school's Merit system.

Evaluation	Funds Expended (Resources)
IBL successfully implemented and to be expanded in future. Keep Up Club had increased number of students participating. Survey regarding extracurricular activities was conducted but no activities were implemented by end of year. Continued student participation in SCU STAR program. Review of merit system undertaken for implementation in 2020.	Purchase of student logbooks for IBL, HT Teaching and Learning, access to library and computer rooms for IBL project work Funding Sources: • Socio-economic background (\$18140.00)

Process 7: STUDENT EXTENSION & ENRICHMENT:

Evaluation	Funds Expended (Resources)
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Process 8: ABORIGINAL EDUCATION:

Students are provided with opportunities to participate in various cultural experiences, such as the Balun Cultural Experience, Schools Spectacular, Indigital Excellence, AIME etc

Evaluation	Funds Expended (Resources)
Issues with onboarding of language tutor and no provision of funding from State AECG. Significant changes in structure to AIME program impacting on quality of program and needing review before further participation. Positive feedback regarding Balun Cultural experience. New signage installed in-language	AEO, Employment of 2 SLSOs and a para-professional – Education to support student learning. Funds provided from low-SES funding to address shortfall in state funding for Aboriginal students. Funding Sources:

Progress towards achieving improvement measures

Issues with onboarding of language tutor and no provision of funding from State AECG. Significant changes in structure to AIME program impacting on quality of program and needing review before further participation. Positive feedback regarding Balun Cultural experience. New signage installed in-language

- Aboriginal background loading (\$154467.00)
- Socio-economic background (\$118854.00)

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.

Improvement Measures

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.

Teachers evaluate, share and discuss learning from professional development with other staff in the school to improve whole school practice.

Progress towards achieving improvement measures

Process 1: STAFF COLLABORATION:

Provide opportunities for all staff to work collaboratively in the development of quality teaching and learning programs and assessment. Through the Instructional Rounds initiative, teachers are supported to develop and implement more collaborative professional work practices.

Evaluation	Funds Expended (Resources)
Continuation of Instructional Rounds initiative was successful but greater participation is needed, representative of all faculties.	Professional Learning budget funded release for Instructional Rounds and for training, Head Teacher – Teaching and Learning. 15 Teacher release days.

Process 2: STAFF COLLABORATION:

Evaluation	Funds Expended (Resources)
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Process 3: QUALITY TEACHING:

Teachers collect and document evidence and analyse data at a faculty level to review and refine curriculum planning, delivery and assessment, to meet mandatory NESA and DoE requirements and improve teaching practice.

Evaluation	Funds Expended (Resources)
All faculties completed monitoring requirements. Use of digital technologies for performance-based work samples and monitoring in CAPA faculty	Nil

Process 4: PROFESSIONAL LEARNING:

Staff participate in professional learning targeted to school priorities and their own professional needs.

Evaluation	Funds Expended (Resources)
Significant issues remain due to: a) a shortage in the number of available face-to-face courses compared to availability in regional areas, b) lack of	Total budget of \$110,000

Progress towards achieving improvement measures

support from state Department of Education for running courses outside of Sydney, c) Significant shortage of casual teachers to cover staff on professional learning meaning that some staff had to cancel attendance at training due to a lack of cover.

Funding Sources:

- Socio-economic background (\$40035.00)

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.

Improvement Measures

Staff and students provided with opportunities to develop leadership skills to enable a self-sustaining and self-improving school community.

Increased community participation and engagement in school planning, decision making processes and events.

Progress towards achieving improvement measures

Process 1: STAFF PERFORMANCE:

Through consistent implementation of the Performance and Development Framework and mandatory DoE and NESA accountability requirements, the leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

Evaluation	Funds Expended (Resources)
Processes for HSC monitoring extended and enhanced. Implementation of PDP process for administrative and support staff. All teachers completed PDP process.	Release for teacher observations for PDP process

Process 2: COMMUNICATION:

The school appropriately and effectively communicates with students, parents and community through electronic and other communication including social media. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Evaluation	Funds Expended (Resources)
Successful use of school Facebook social media for communication and promotion, including the promotion of student learning activities through the "This Week" videos.	Nil

Process 3: LEADERSHIP DEVELOPMENT:

The school provides leadership opportunities and promotes collegial activity and professional learning to improve student and staff leadership capacity.

Evaluation	Funds Expended (Resources)
A number of opportunities were provided for staff to relieve in executive positions, including exchange of duties for one staff member to a rural and remote school.	Executive conference at start of year funded from PL budget

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO, 2 Aboriginal SLSOs and one Aboriginal Para-professional – Education support junior and senior Aboriginal students. Budget included \$44,272 for non-staffing costs including cultural programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$154 467.00) • Socio-economic 	<p>Year 8 students participated in local Aboriginal Cultural Experience program. School continued strong participation in AIME program and celebrations such as NAIDOC week. Eight staff participated in AECG Connecting to Country training.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$4 430.00) 	<p>Continued Learning and Support Team support for the small number of children presenting from a non-English Speaking background.</p>
Low level adjustment for disability	<p>Employment of 2.2 Learning and Support Teachers and Student Learning and Support Officers to support students in mainstream classes</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$399 109.00) 	<p>Schools staff participated in training around effective Learning and Support Teams. School team met regularly and catered well for the needs of a growing number of students with disability. This included an increase in the number of students needing special provisions for HSC exams.</p>
Socio-economic background	<p>Funds distributed to a number of programs to benefit disadvantaged students as well as funding to Aboriginal Education programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$797 678.00) 	<p>The school continues to support the Year 7 camp which has increased participation as well as direct support for students through Student Assistance, breakfast programs and reduction in subject contributions. There has been an increase in the number of Chromebook computers to support student learning as well as the purchase of Educational software including ClickView, Education Perfect and Atomi</p>
Support for beginning teachers	<p>Support included mentoring support and induction. Release from teaching for professional learning, programming, assessment and report writing as well as to complete accreditation documentation,</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$32 529.00) 	<p>The school supported two permanent and one temporary beginning teachers through additional funding.. Five temporary/casual and one permanent beginning teacher achieved accreditation with NESA</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	466	480	466	427
Girls	479	452	438	404

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.7	89.9	90.4	90.1
8	84.1	87.8	83.7	87.1
9	85.9	84.6	84.5	83.1
10	81.5	81.8	79.9	78.2
11	81.3	85	77.6	81.5
12	87.9	84.9	81.9	83.9
All Years	85.2	85.7	83.5	84.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	10	26	43
TAFE entry	42	18	4
University Entry	0	0	30
Other	16	16	10
Unknown	32	40	12

Year 12 students undertaking vocational or trade training

45.54% of Year 12 students at Grafton High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students at Grafton High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.7
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.48
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,321,165
Revenue	12,360,470
Appropriation	12,006,331
Sale of Goods and Services	24,367
Grants and contributions	323,539
Investment income	6,232
Expenses	-12,326,825
Employee related	-11,100,519
Operating expenses	-1,226,305
Surplus / deficit for the year	33,645

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,547,009
Equity Total	1,355,684
Equity - Aboriginal	154,467
Equity - Socio-economic	797,678
Equity - Language	4,430
Equity - Disability	399,109
Base Total	7,723,682
Base - Per Capita	223,305
Base - Location	4,704
Base - Other	7,495,673
Other Total	755,519
Grand Total	11,381,893

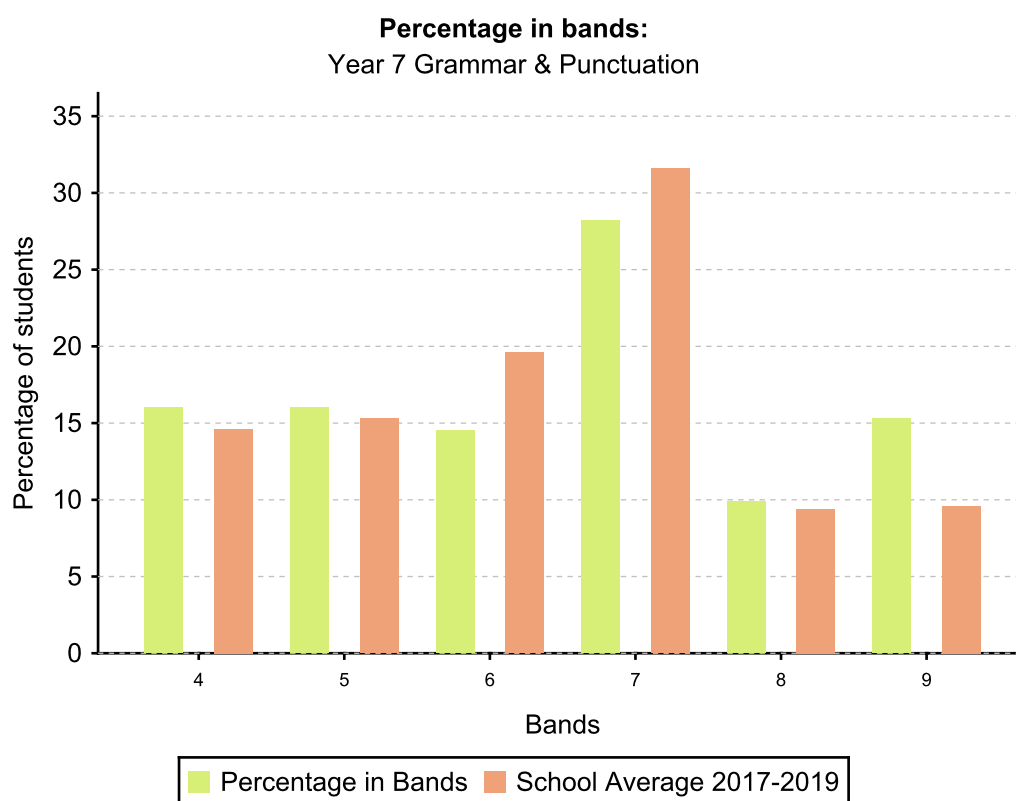
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

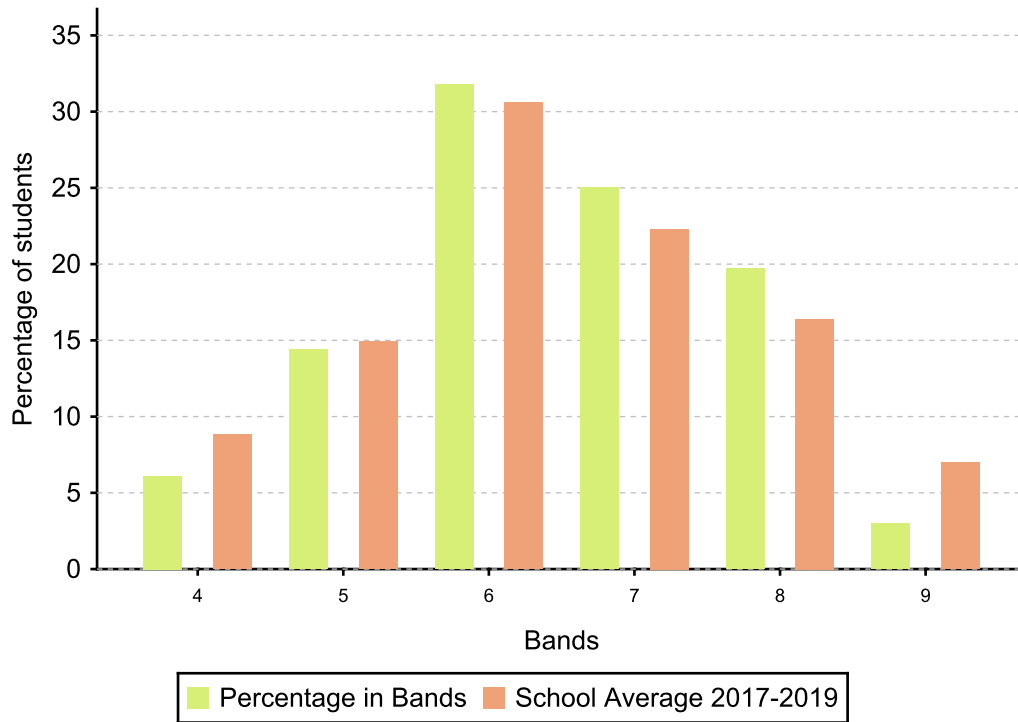
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



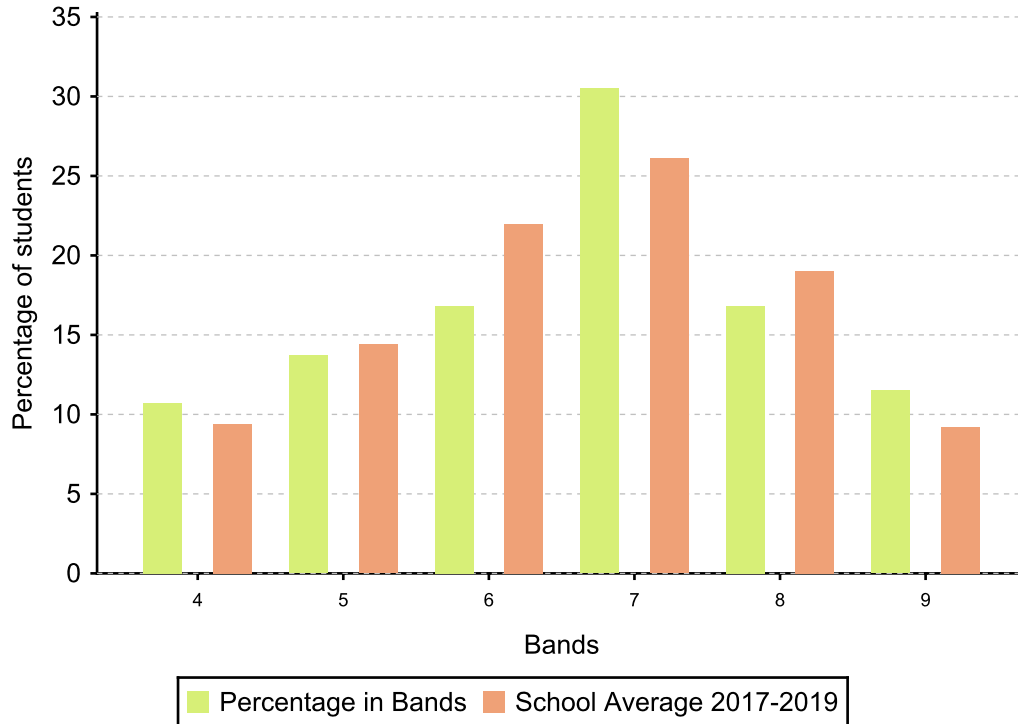
Band	4	5	6	7	8	9
Percentage of students	16.0	16.0	14.5	28.2	9.9	15.3
School avg 2017-2019	14.6	15.3	19.6	31.6	9.4	9.6

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	6.1	14.4	31.8	25.0	19.7	3.0
School avg 2017-2019	8.8	14.9	30.6	22.3	16.4	7

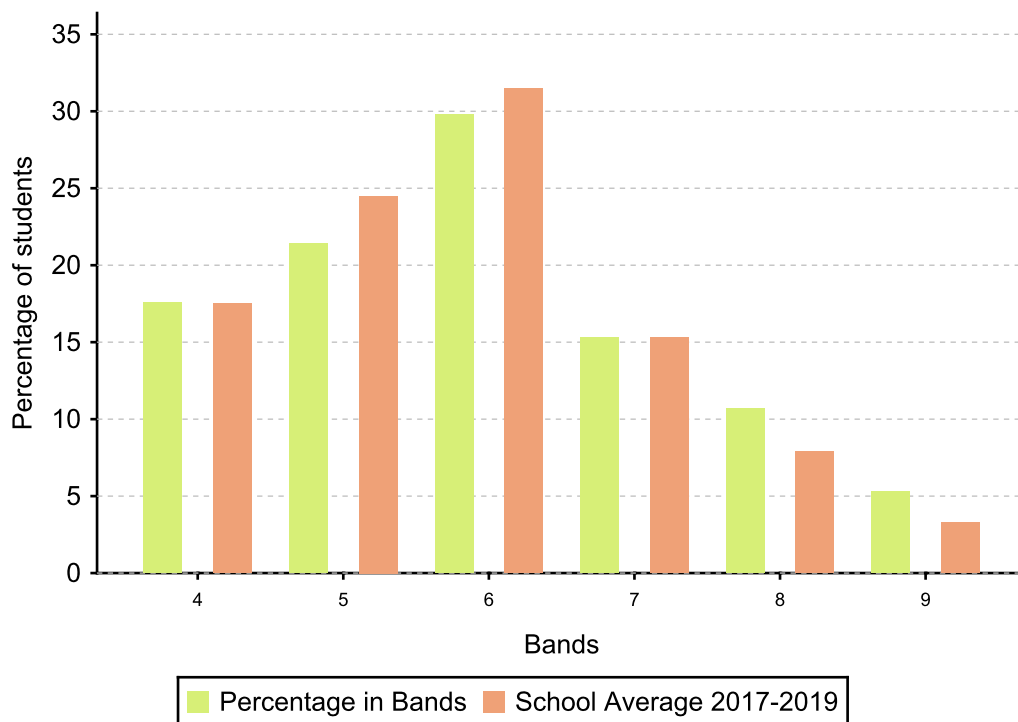
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	10.7	13.7	16.8	30.5	16.8	11.5
School avg 2017-2019	9.4	14.4	22	26.1	19	9.2

Percentage in bands:

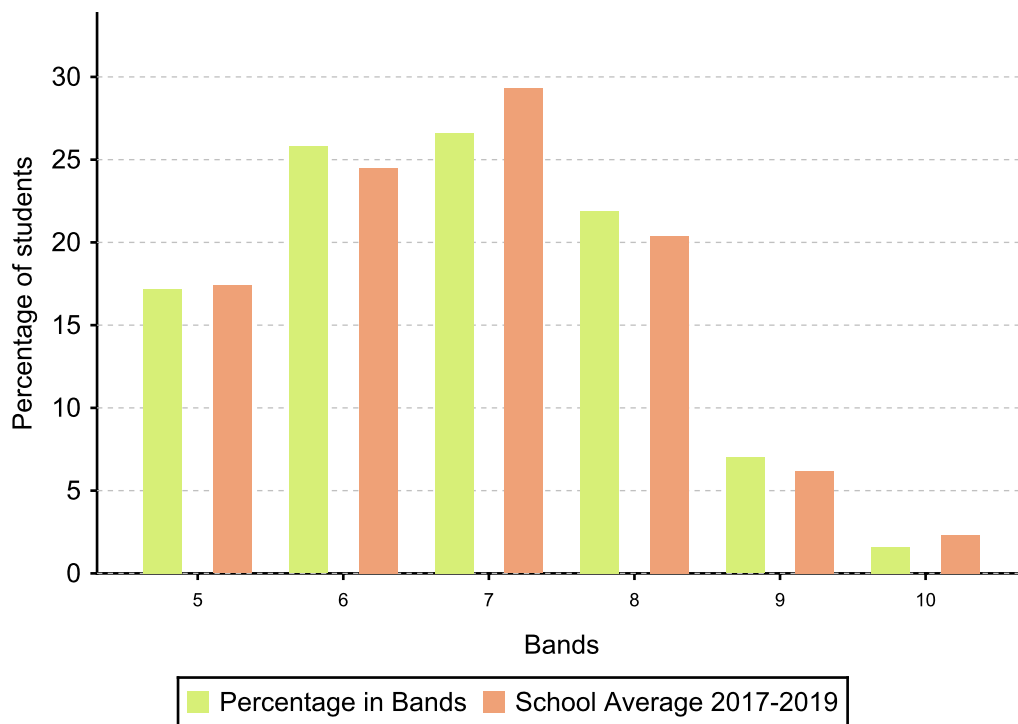
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	17.6	21.4	29.8	15.3	10.7	5.3
School avg 2017-2019	17.5	24.5	31.5	15.3	7.9	3.3

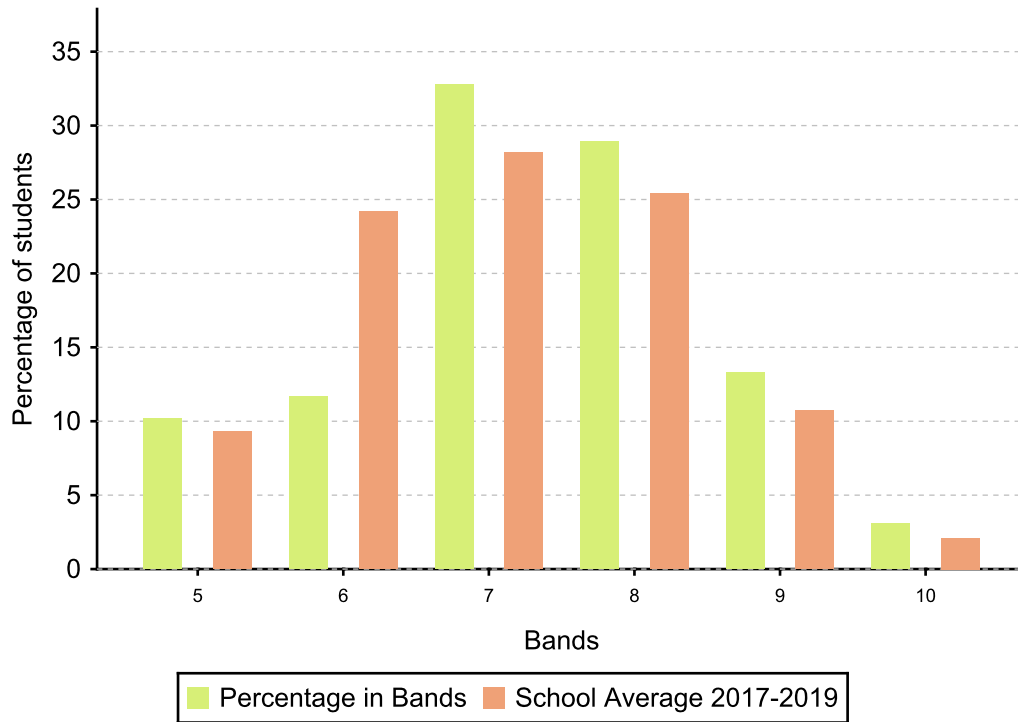
Percentage in bands:

Year 9 Grammar & Punctuation



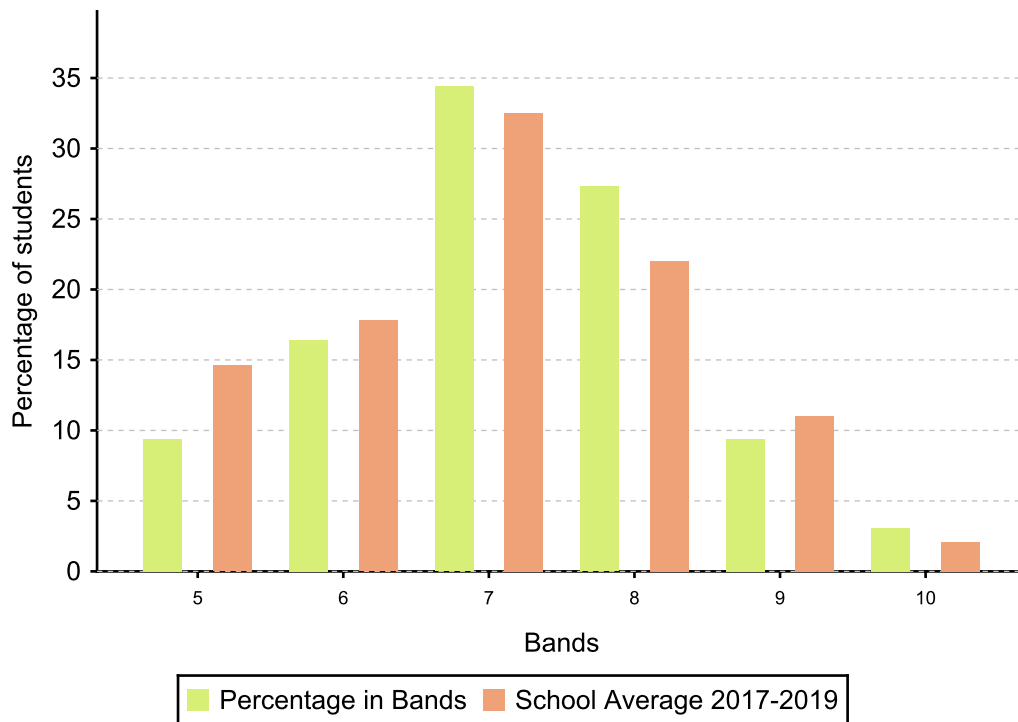
Band	5	6	7	8	9	10
Percentage of students	17.2	25.8	26.6	21.9	7.0	1.6
School avg 2017-2019	17.4	24.5	29.3	20.4	6.2	2.3

Percentage in bands:
Year 9 Reading



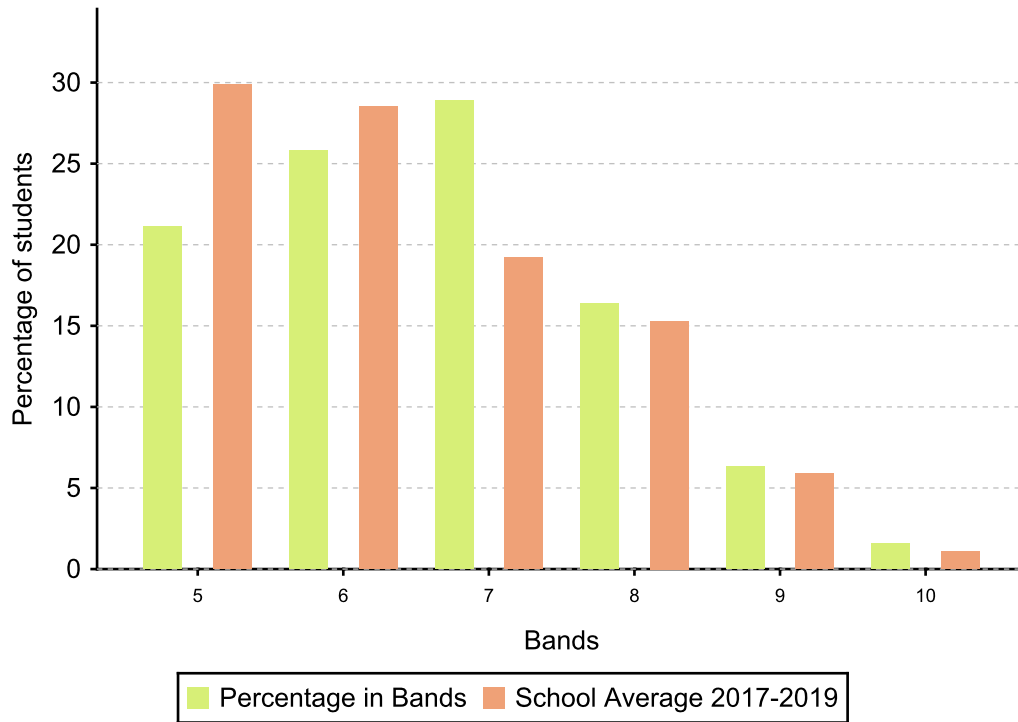
Band	5	6	7	8	9	10
Percentage of students	10.2	11.7	32.8	28.9	13.3	3.1
School avg 2017-2019	9.3	24.2	28.2	25.4	10.7	2.1

Percentage in bands:
Year 9 Spelling



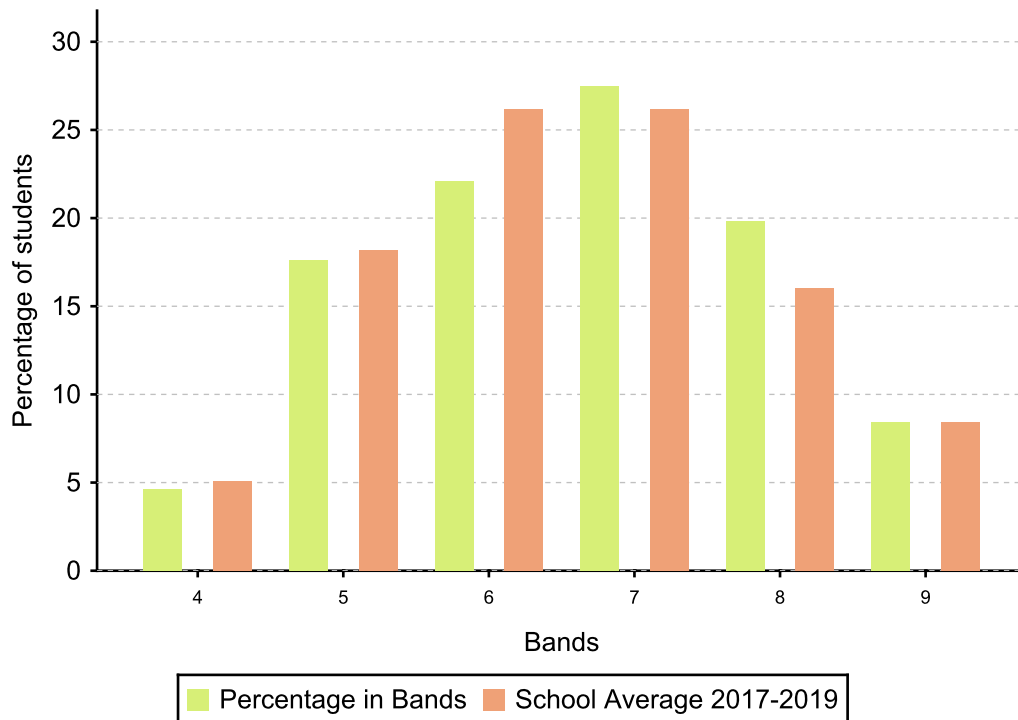
Band	5	6	7	8	9	10
Percentage of students	9.4	16.4	34.4	27.3	9.4	3.1
School avg 2017-2019	14.6	17.8	32.5	22	11	2.1

Percentage in bands:
Year 9 Writing



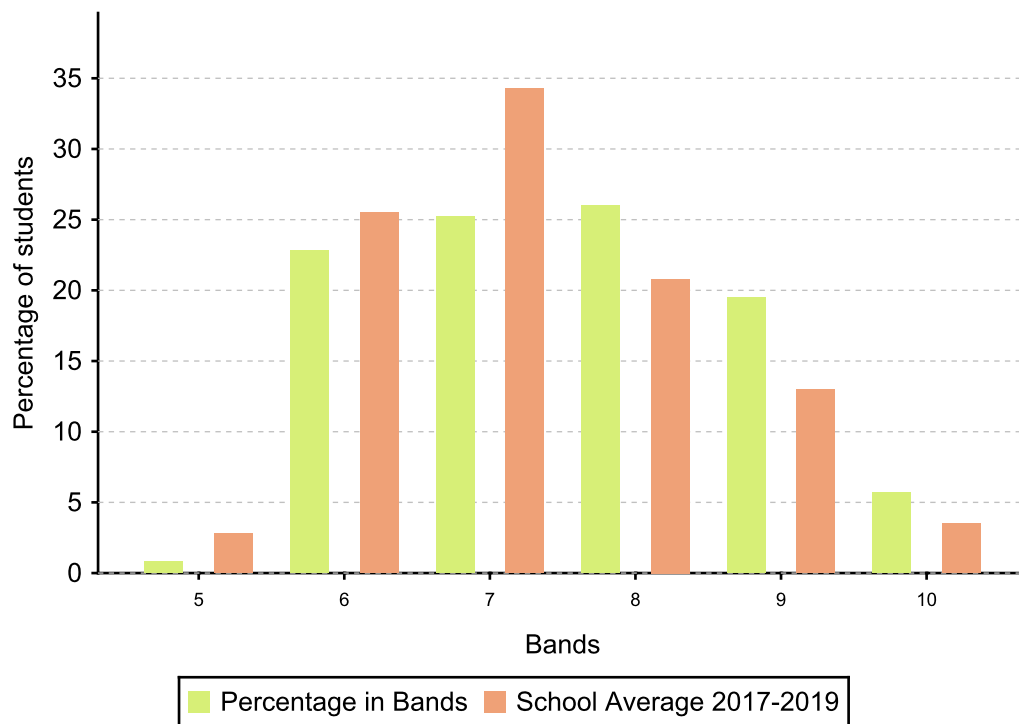
Band	5	6	7	8	9	10
Percentage of students	21.1	25.8	28.9	16.4	6.3	1.6
School avg 2017-2019	29.9	28.5	19.2	15.3	5.9	1.1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	4.6	17.6	22.1	27.5	19.8	8.4
School avg 2017-2019	5.1	18.2	26.2	26.2	16	8.4

Percentage in bands:
Year 9 Numeracy

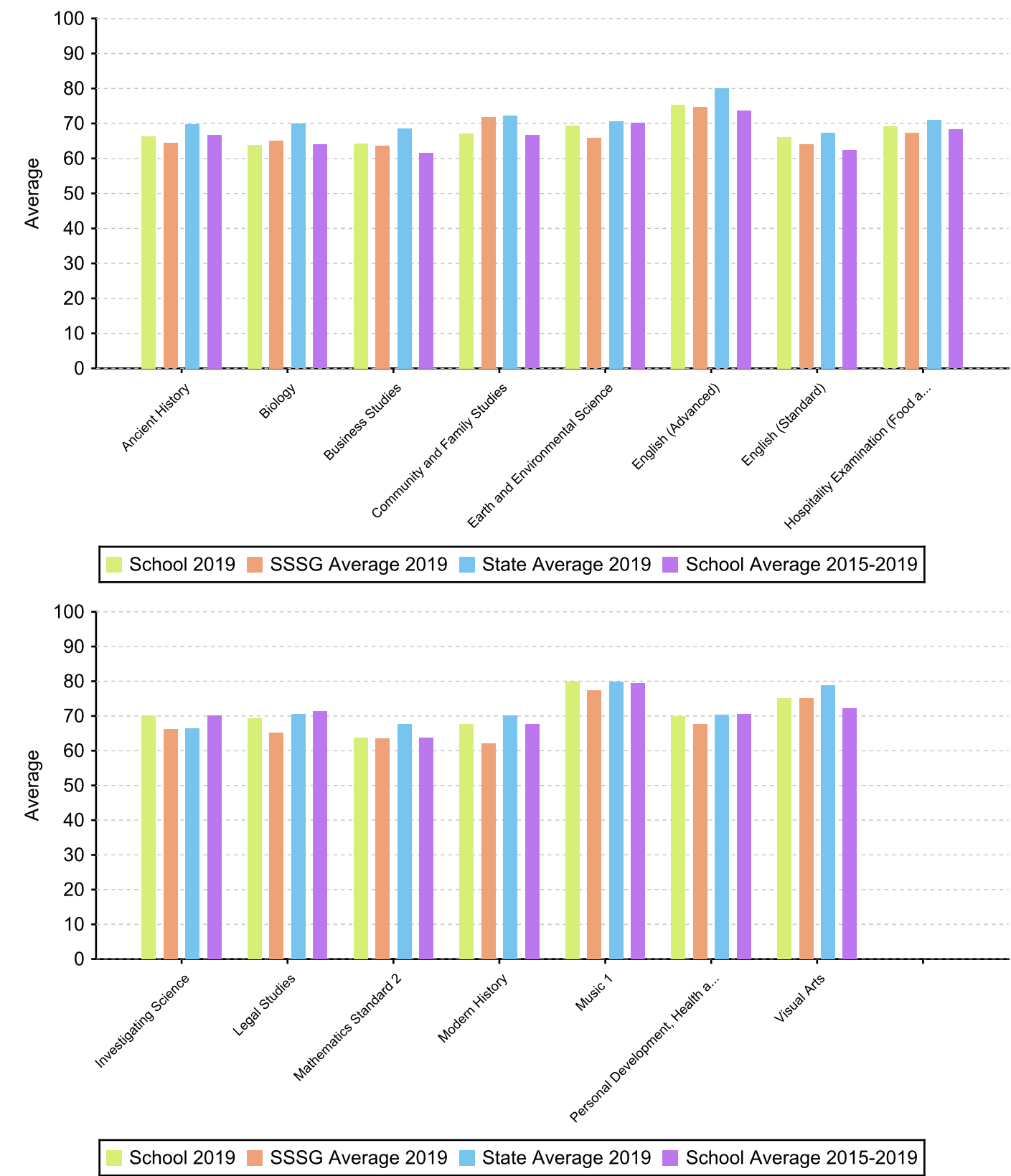


Band	5	6	7	8	9	10
Percentage of students	0.8	22.8	25.2	26.0	19.5	5.7
School avg 2017-2019	2.8	25.5	34.3	20.8	13	3.5

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	66.4	64.4	69.9	66.8
Biology	63.9	65.1	69.9	64.0
Business Studies	64.3	63.7	68.6	61.6
Community and Family Studies	67.1	71.9	72.2	66.7
Earth and Environmental Science	69.4	65.8	70.6	70.3
English (Advanced)	75.4	74.8	80.0	73.7
English (Standard)	66.1	64.0	67.3	62.5
Hospitality Examination (Food and Beverage)	69.1	67.4	71.1	68.3
Investigating Science	70.1	66.1	66.5	70.1
Legal Studies	69.3	65.2	70.6	71.5
Mathematics Standard 2	63.8	63.6	67.7	63.8
Modern History	67.6	62.1	70.2	67.7
Music 1	79.8	77.5	79.9	79.5
Personal Development, Health and Physical Education	69.9	67.6	70.5	70.5
Visual Arts	75.1	75.2	78.8	72.2

Parent/caregiver, student, teacher satisfaction

The school undertook an evaluation of the Merit System. This evaluation involved three separate surveys for staff, students and parents/carers. There were 199 student responses and 65 parent responses. Findings of the survey are summarised as:

1. There is a lack of an explicit link between PBL and the Merit System at Grafton High School
2. Student achievement/performance is not recognised on a regular basis
3. Students are generally unaware of the number of positive and negative Sentral entries they have received
4. The current format of the Formal Presentation Night in Term 4 is generally well regarded by staff, parents/carers and students.
5. Students and parents/carers value the Merit System students while staff perception of student's value of receiving merit awards is not accurate
6. The self nominated Merit System program Gold, Silver Bronze Awards, is not highly valued by students, staff or parents/carers
7. Parents/carers appreciate being informed of student achievement/performance
8. Parents/carers and students value the PBL postcards sent home

Recommendations were:

Recommendation 1 : Discontinue the semesterised GHS Merit Assemblies, and replace these with awards presented on assembly, no less than twice a term, for various achievement levels associated with positive Sentral entries.

Recommendation 2 : Continue with the provision of PBL postcards for positive Sentral entries

Recommendation 3 : Students are to be updated on the number of positive and negative Sentral entries they have received

Recommendation 4 : Parents/carers given an opportunity to attend Merit Assemblies

Recommendation 5 : Names of award recipients be published in the school's newsletter and on Facebook

Recommendation 6 : Merit Awards for Cultural, Sporting, Community Service and School Service should be generated through Sentral by the organising teacher and presented at whole school assemblies as close as possible to the event's date.

Recommendation 7 : Upskill parents in the use of the Sentral Parent Portal to assist them in monitoring their child's/children's progress

Recommendation 8 : Merits System coordinator, in conjunction with the PBL committee, write a Grafton High School Merit System Procedures document.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.