

# 2020 Annual Report

## Grafton High School



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## Introduction

The Annual Report for 2020 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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## Message from the principal

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2020 was a challenging year due to the impact of COVID-19 in our school and community. Online learning was embraced by teaching staff and student's and many adaptations were made to embrace new learning and communication platforms. The end of the year saw the departure of our Principal and Deputy Principal who have both taken up promotional positions within the Department; and our other Deputy Principal commencing leave as he moves towards retirement. The departure of this valued and experienced team has brought both change and new opportunity and challenges for our staff.

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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)
Implemented and continued class-based literacy/numeracy meetings for Year 7. Continued lesson observations for Quality Teaching Rounds (previously called Instructional Rounds) taking place throughout year. NAPLAN testing not conducted due to COVID-19 which limited analysis data, however Best Start and PAT testing indicated ongoing improvements. Minimum Standards Testing of all Year 12 students who were required to sit test achieved Level 3 or higher. The majority of Year 10 students also achieved Level 3 or higher.	LaSTs, PD days allocated in school's budget, testing papers, lesson time, relief to organise schedules, PINs and liaise with NESA, PL Funding.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$0.00)</li></ul>

#### 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 large increase from 2019 positive Sentral entries was recorded. Post cards acknowledging student's achievements are well received by the parent/carer community.	Printing, laminating, release time for coordinator and for developing lessons and materials.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$0.00)</li></ul>

#### Process 3:

Evaluation	Funds Expended (Resources)
Intentionally blank.	

#### Process 4: STUDENT EXTENSION & ENRICHMENT:

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Intentionally blank.

### 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 continues to be valuable for 6-7 transition students. Year 7 Welfare camp again hugely successful. Ongoing evaluation valuable in delivery of Peer Support programs. Year 11 and 12 study days highly effective with positive feedback from students. Rock and Water and Drum Beat programs continue to be delivered with successful outcomes. RAP feedback received positive. Teen Mental Health First Aid training well received by Year 11 cohort. COVID-19 impact caused the cancellation of information evenings for 6-7 transition.	Local facilities, guest speakers, trained student leaders, booklets, PL and faculty funds, booklets for RAP, Trainer, booklets and certificates, HT Wellbeing, Counsellor and Year Advisers.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$0.00)</li></ul>

### 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 continues to be a success. Keep Up Club also continues to be well attended with increasing numbers from previous years. Finding from review of Merit system have been implemented during 2020.	Purchase of student logbooks for IBL, HT Teaching and Learning, access to library and computer rooms for IBL project work, sourced certificate paper for printing.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$0.00)</li></ul>

### Process 7: STUDENT EXTENSION & ENRICHMENT:

Evaluation	Funds Expended (Resources)
Intentionally blank.	

### 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)
Implementation of a Bundjalung language teacher during Term 4. Continue to receive positive feedback regarding Balun Cultural experience. Expansion of cultural and dance programs into school through targeted employment of expert instructor. Expansion of cultural signage installed throughout school.	AEO, employment of two SLSO's and a para-professional - Education to support student learning. Funds provided from low-SES funding to address shortfalls for Aboriginal students.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$0.00)</li><li>• Socio-economic background (\$0.00)</li></ul>

## 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)
Quality Teaching Rounds (previously referred to as Instructional Rounds) continues to be a positive focus for the teaching staff.	Professional learning for staff and HT Teaching and Learning.

##### Process 2: STAFF COLLABORATION:

Evaluation	Funds Expended (Resources)
Intentionally blank.	

##### 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. School focus on analysis of RAP data for HSC results. 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)
Due to the impact of COVID-19, access to online learning increased and was beneficial to all staff. Significant shortage of casual staff available continues to impact negatively on opportunities to participate in professional learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$0.00)</li><li>• Socio-economic background (\$0.00)</li></ul>



### 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)
COVID-19 impacted significantly in participation of staff in PDP process and HSC monitoring.	Release for teacher observations (when able) 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)
Facebook is our major source of communication with the school community. Used for sharing information, promotion and information on what is happening in the school.	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)
Relieving opportunities available throughout the year in executive positions to staff.	Annual executive conference.  <b>Funding Sources:</b> • Professional learning (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO, 2 Aboriginal SLSOs and one Aboriginal para-professional (Education) support junior and senior Aboriginal students. Budget allocations for non-staffing: cultural and language programs.	Term 4 introduced Bundjalung language teacher. Expansion of cultural and dance programs.
<b>English language proficiency</b>	English language proficiency delivered by LaST team.	Small number of students from non-english speaking background supported by LaST.
<b>Low level adjustment for disability</b>	Employment of Learning and Support teachers and SLSOS to support students in mainstream classes.	Professional learning and ongoing communication at staff meetings ensured students needs supported. Another large increase in HSC special provisions support to Year 12 students.
<b>Socio-economic background</b>	Funds distributed across school programs delivering support to disadvantaged students, including Aboriginal Education programs.  Chromebooks and Mobile Hotspots provided to students during COVID-19 work from home period.	Year 7 camp partially funded through school support to ensure wider participation. Breakfast program disrupted due to COVID-19. Chromebooks/wifi access ensured students were able to continue with school work from home environment.
<b>Support for beginning teachers</b>	Funding received to assist in professional learning, resources, release time. Induction and mentoring support given.	Beginning teachers supported throughout the year whilst embracing impacts from COVID-19.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	480	466	427	421
Girls	452	438	404	402

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.9	90.4	90.1	93
8	87.8	83.7	87.1	91.9
9	84.6	84.5	83.1	89.9
10	81.8	79.9	78.2	86.4
11	85	77.6	81.5	90
12	84.9	81.9	83.9	90.9
All Years	85.7	83.5	84.1	90.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	9	7
Employment	33	52	38
TAFE entry	31	33	10
University Entry	0	0	37
Other	36	2	4
Unknown	0	4	4

## Year 12 students undertaking vocational or trade training

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39.29% of Year 12 students at Grafton High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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92.4% of all Year 12 students at Grafton High School expected to complete Year 12 in 2020 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)	47.6
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,354,811
<b>Revenue</b>	12,060,734
Appropriation	11,881,201
Sale of Goods and Services	9,426
Grants and contributions	167,590
Investment income	2,224
Other revenue	293
<b>Expenses</b>	-12,809,974
Employee related	-11,208,509
Operating expenses	-1,601,465
<b>Surplus / deficit for the year</b>	-749,240
<b>Closing Balance</b>	605,571

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	413,935
<b>Equity Total</b>	1,290,538
Equity - Aboriginal	158,065
Equity - Socio-economic	734,854
Equity - Language	2,561
Equity - Disability	395,058
<b>Base Total</b>	9,164,292
Base - Per Capita	210,311
Base - Location	4,234
Base - Other	8,949,747
<b>Other Total</b>	690,947
<b>Grand Total</b>	11,559,713

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

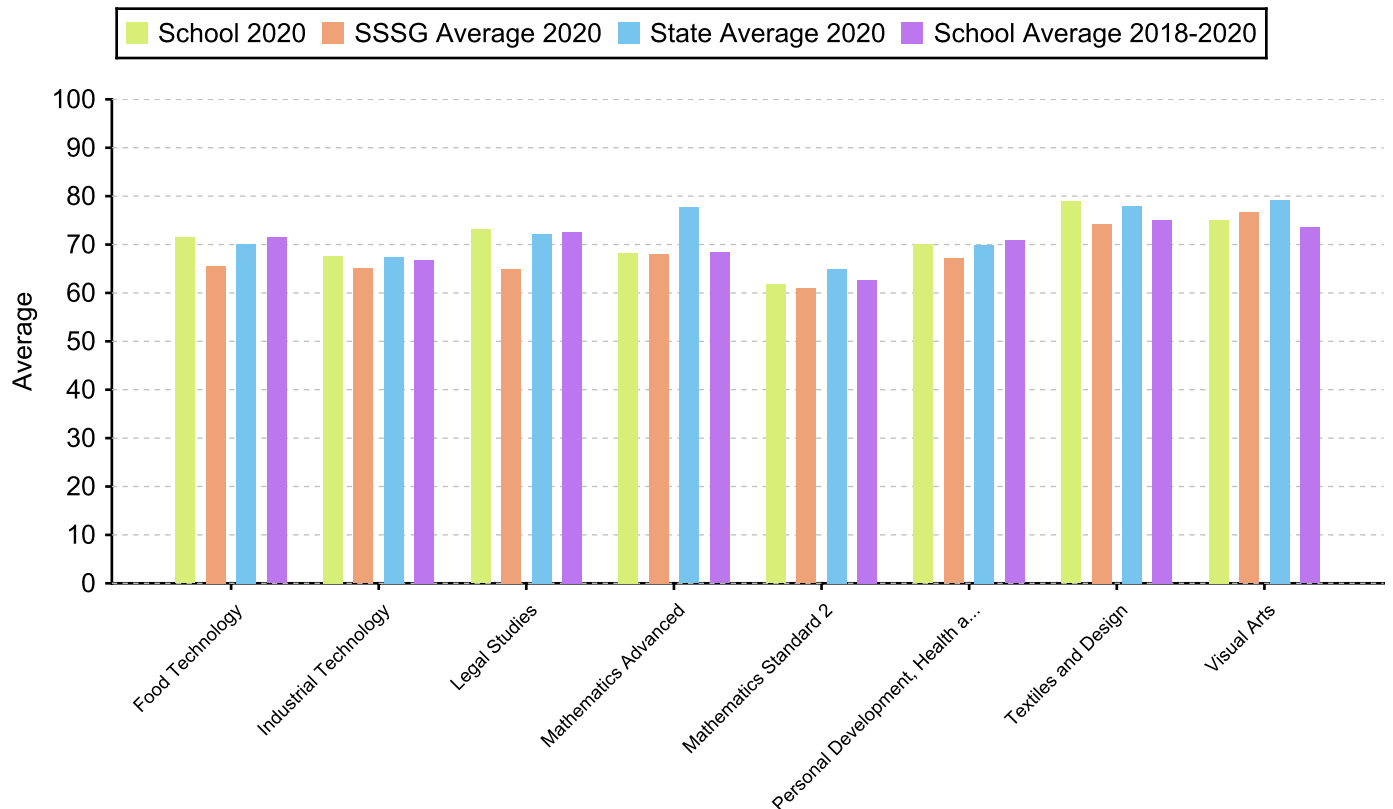
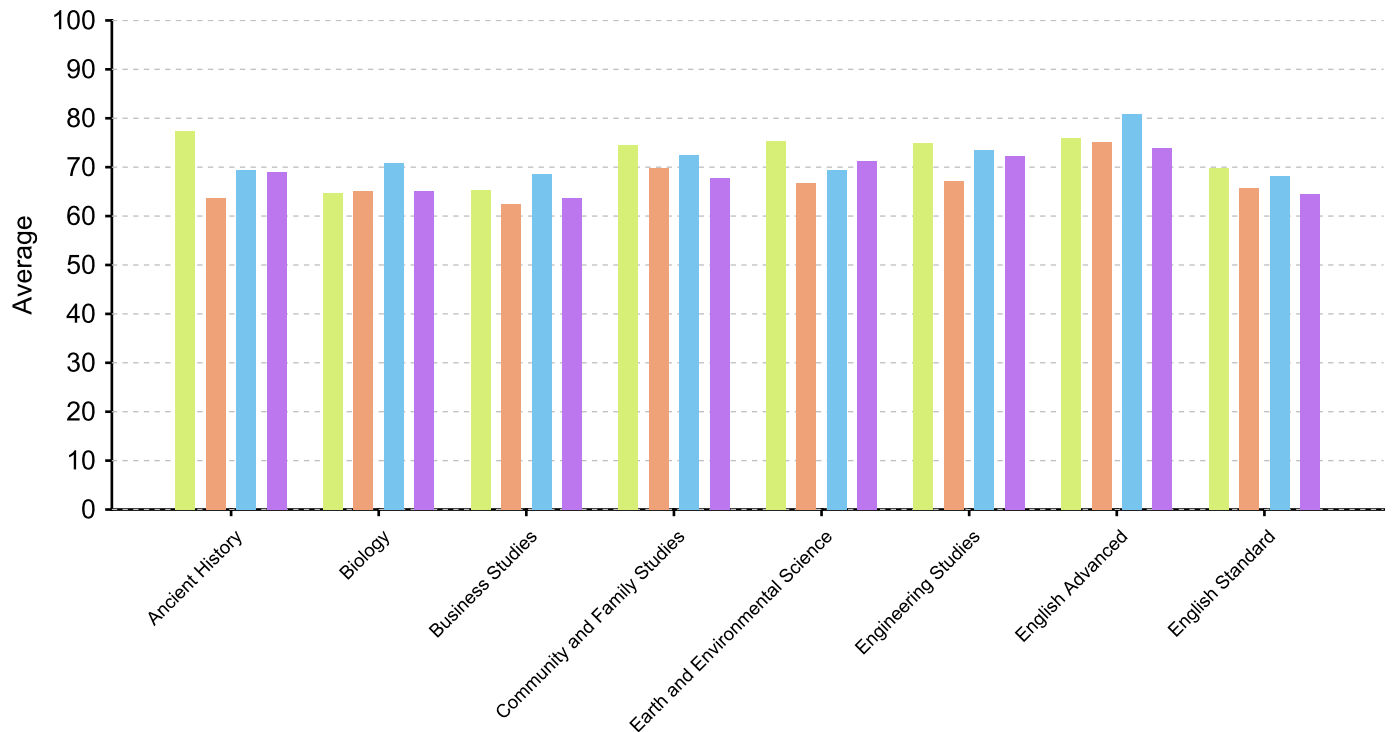
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	77.4	63.6	69.4	69.0
Biology	64.8	65.2	70.8	65.0
Business Studies	65.4	62.5	68.6	63.6
Community and Family Studies	74.6	69.9	72.4	67.7
Earth and Environmental Science	75.3	66.7	69.5	71.3
Engineering Studies	74.9	67.2	73.6	72.2
English Advanced	76.0	75.1	80.8	73.8
English Standard	69.9	65.7	68.1	64.5
Food Technology	71.5	65.6	70.2	71.5
Industrial Technology	67.6	65.0	67.5	66.8
Legal Studies	73.1	65.0	72.1	72.6
Mathematics Advanced	68.3	68.1	77.7	68.3
Mathematics Standard 2	61.7	61.0	64.9	62.7
Personal Development, Health and Physical Education	70.0	67.1	69.9	70.8
Textiles and Design	78.9	74.2	77.9	75.1
Visual Arts	75.1	76.6	79.2	73.5

## Parent/caregiver, student, teacher satisfaction

COVID-19 restrictions impacted school activities at various levels during 2020. On a number of levels, parents expressed a desire to be more involved with the school and their child's teachers, but understood the need for restrictions on a departmental level for safety reasons. under the circumstances.

We participated in Tell Them From Me Survey gaining valuable insights. This contributed to the situational analysis conducted in Term 4 in readiness for the 2021 Strategic Improvement plan. Additional student satisfaction information was collected through the use of Google Form surveys conducted internally. Key insights were that students feel a lower sense of belonging to GHS than we would like, and that students do not necessarily think that the school, and teachers, holds high expectations for their learning. This will contribute to a key strategic direction in 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.