

# 2021 Annual Report

## Grafton High School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

At Grafton High School we are committed to achieving a culture of growth and achievement for all students. Every student and every teacher will be challenged to continue to learn and improve every year. Our aim is to provide quality teaching and learning in a caring environment.

## School context

Grafton High School is a large comprehensive secondary school of over 850 students, located on the traditional lands of the Bundjalung people on the North Coast of NSW. The school contains a support unit with 6 classes and is partially selective, with a selective class in each of Years 7 to 10. The school is the oldest public high school on the North Coast and has a long-standing reputation for academic, cultural and sporting achievement. 16% of students identify as having an Aboriginal background. All students participate in a wide range of cultural recognition and learning experiences focusing on local Bundjalung culture, language and dance. The school's permanent staffing entitlement in 2021 was 66 teaching staff and 18 non-teaching staff. The school employs a number of additional teaching and non-teaching staff from school base and equity funding; including a Business Manager, Transition Adviser and Head Teacher Administration. Our executive staff is stable, with the majority being here for close to 10 years on average. Our teachers are experienced, with only 4% in their early career. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

The situational analysis was completed in 2020, and was widely contributed to by members of staff. This analysis was presented to the P and C and AECG and all families for consideration and feedback at the end of Term 4 2020. The situational analysis was also used as the foundation for the school's 2020 School Excellence Framework Self Assessment Survey.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise learning outcomes for all students in reading and numeracy and to build strong foundations for academic success, we will strategically target student deficits, as identified through current data sets, and plan targeted interventions collaboratively across learning areas to ensure that every student has the opportunity to maximise their learning outcomes. We will also improve student achievement, growth and performance through enrichment opportunities and explicit teaching

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices: Ensure effective strategies and processes are in place to improve student results
- Improvement in pedagogy: Empower staff to confidently implement strategies to improve student engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$189,155.19

**COVID ILSP:** \$128,000.00

**Low level adjustment for disability:** \$267,078.07

**English language proficiency:** \$2,400.00

**Integration funding support:** \$469,121.00

**Aboriginal background:** \$171,016.85

### Summary of progress

2021 consisted of many activities that set the scene for work that would follow. Some progress towards reading progress measures was made, while numeracy progress measures did not see the same level of progress. Literacy teams and activities across the school were well organised and laid the foundations for progress in both reading and writing. There is some expectations that early signs of progress will be made in Check In and NAPLAN 2022 for Years 8 and 9. Student growth in numeracy continued a negative trend, and needs to be, and will be a focus of improvement in 2022.

Aboriginal education was a key focus area for improvement in 2021. A coherent team was formed, and progress towards creating a PLP for all students was made. Parent engagement and contact is a key focus for improvement in 2022, as this did not read expected level in 2021. The proportion of HSC completion in 2021 was positive, and cultural activities continued where possible throughout the year, COVID-19 restrictions permitting, contributing to a greater sense of belonging. Staffing of the Aboriginal education SLSO team proved difficult, impacting student mentoring and monitoring, with further recruitment planned for 2022 to address this.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students in the top 2 bands (or above) in NAPLAN reading by at least 2%	The Annual Progress measure was not achieved in 2021; however, the Reading Strategy will be fully implemented in 2022 and this should help to rectify the deficiency in our results. In 2021, staff have participated in professional development to ensure they understand the research that underpins the strategy, its goals and the strategies that staff are asked to implement in 2022. We have therefore made progress into this implementation and are expecting to see consequent growth in reading in NAPLAN results in 2022.
Increase the proportion of students achieving expected growth in NAPLAN reading by at least 2%	Our focus had been on improving writing in Stage 4, with Literacy Group Meetings having high participation rates from staff, and data from pre- and post-tests identifying that these small, cross-KLA groups showing these regular meetings shown to be successful in improving students skills in basic writing processes. Best Start, Check-in data, and PAT tests were used to identify areas of need to help improve students' reading results in

<p>Increase the proportion of students achieving expected growth in NAPLAN reading by at least 2%</p>	<p>NAPLAN. The full implementation of our Reading Strategy will take place in Term 1, 2022. Staff were led through ongoing professional development to ensure staff were given adequate time to understand the strategy and implement it within their faculty. The Macqlit Intensive Literacy Program has been successful in bringing students up to stage level readers. Whilst our NAPLAN results were not what we were anticipating with a decline in growth, we believe with the full implementation of our Reading Strategy in Term 1 of 2022 will work to rectify this.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN numeracy by at least 2%</p>	<p>Numeracy initiatives were delayed for a number of reasons, and were implemented in part in the second half of the year. This obviously limited the impact of their success, and further planning and coordination should lead to proper implementation in early 2022. NAPLAN was conducted during Term 2 2021, and student growth did not make the planned progress towards the numeracy 2023 target, and in fact declined across some groups of students. Proper analysis of individual and groups of students needs to occur through the numeracy team, with appropriate strategies matched.</p>
<p>Increase the proportion of students in the top 2 bands (or above) in NAPLAN numeracy by at least 2%</p>	<p>Similar to the reflection related to student growth, with NAPLAN occurring in Term 2, and the delay in implementation of numeracy initiatives until the second half of the year, this progress measure does not currently reflect the desired progress. The proportion of students in the top two bands has not improved. Analysis of Year 8 Check in assessment has occurred, with strategies implemented to maintain the relatively strong numeracy results in Year 8.</p>
<p>Increase the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity</p>	<p>Evidence gathered at this stage demonstrates that we are already well on the way to improving the proportion of students attaining the HSC. There is also substantial evidence, both tangible and anecdotal, of students achieving outstanding results in post-school pathways. 19 Aboriginal students completed Year 12 at GHS in 2021 of the 27 who started Year 11 in 2020 (this is 70% of Aboriginal students who started Stage 6 in 2020), this is an increase in the proportion of Aboriginal students attaining a HSC by 30% from 2020 to 2021. Every Aboriginal student in year 12 attained the Minimum Standards benchmark across all tests. To ensure this annual progress measure continues to be met, all Aboriginal students now have a working PLP, to be monitored regularly, with full implementation of our PLP processes to take place in 2022, while two staff members have completed Stronger Smarter Leadership Training, as we need to improve elements of cultural identity in our student body and in our entire school structure.</p>

## Strategic Direction 2: Culture of High Expectations

### Purpose

In order to maximise the learning outcomes for every student, we will maintain a culture of high expectations and quality teaching practice. We aim for all students to successfully complete their schooling to the best of their ability so that they can transition to further education or work. The School will work with parents to encourage high expectations of students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching and connections: All students value school and feel they belong
- Communication and partnerships with families

### Resources allocated to this strategic direction

**Socio-economic background:** \$74,000.00

### Summary of progress

Despite a disrupted year limiting access to employers and external organisations, our transition and careers activities saw increased success in 2021. This was enabled by creative school based solutions and continued engagement with the EPPP. Parent communication increased through the distribution of learning summaries throughout the year, including during the learning from home period. However, the true value of this activity is not able to be fully understood until greater parent feedback is sought. The High Expectations team continues to devise ways to access parents and families. Learning intentions and success criteria were expanded throughout the year and were visible in most classrooms. The HE team did not reach the aim of 100% visibility in classrooms, according to student surveys, but significant progress was still made.

HSC results were relatively positive in 2021, with the proportion of students in the top 2 bands increasing to a point beyond the lower bound target already. However, the top 3 bands measure did not improve. This suggests ongoing monitoring and analysis of those students in the middle bands of NAPLAN and school based achievement is required, with the aim of improving the top 3 bands progress in HSC 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Transition Program - increase % of students involved in SBAT's and TAFE YES program.</li><li>• Inclusion of Careers lessons in Year 10.</li><li>• Parent communication fortnightly learning summaries. Stage 6 assessment on parent portal.</li></ul>	We have been successful in achieving our annual progress measure with the number of students completing current SBAT increasing by 300% in 2021. In addition, 68 students were engaged in the TAFE YES program in 2021, which increased by 35 from 2020. Careers lessons were timetabled for all Year 10 students. These were evaluated and their success means that we will continue to deliver these in 2022. While workplace restrictions have impacted on students engaging with employers regularly from our Skills for Work Class in Semester 2, 2021, 20% of students have attained either a SBAT or full-time employment for 2022. Fortnightly summaries are going out consistently, with evidence from parent surveys saying these are positively received (83.9%); however, only a small number of parents completed the survey. Although, they identified that they would like more information about assessment tasks in the summaries. In 2022, we will look at adding assessments into the school calendar and a style guide for staff for the weekly summaries will be developed. Stage 6 assessment tasks were not uploaded to the parent portal; this will be a priority for 2022.
<ul style="list-style-type: none"><li>• Learning intentions are visible in every class, every lesson.</li><li>• Success criteria is visible in every class, every lesson.</li></ul>	'Learning Intentions' and 'Success Criteria' signage were placed in all classes to start 2021, and in Term 2, 71% of students indicated they could identify signage in their classrooms. New lesson observations will be implemented in 2022 that include these elements of High Expectations.

<ul style="list-style-type: none"> <li>• Consolidate data use in teaching processes and staff buy-in at the sustaining and growing level.</li> </ul>	<p>Staff buy-in to the new processes has been inconsistent, with limited work samples for pre and post testing evidence uploaded to be analysed. Analysis of this has been added to program requirements for 2022. Student data has indicated a lack of value in these new strategies. In 2022, there will be a focus on upskilling staff on the processes surrounding the implementation into these strategies.</p>
<ul style="list-style-type: none"> <li>• Increase % of HSC course results in top 2 bands by 4%</li> <li>• Increase % of HSC course results in top 3 bands by 4%</li> </ul>	<p>The % of HSC course results in the top 2 bands in the 2021 HSC increased from 18.8% in 2020, to 21.5% in 2021. This follows a trend that started between 2019-2020 as well. The % of HSC course results in the top 3 bands actually decreased to 46.2%, placing us further away from our target. The combination of these outcomes possibly suggests that implemented strategies have been successful in moving some students from the upper middle to the top two bands, but that further progress needs to be made, and strategies implemented to raise student outcomes from the lower middle into the top 3 bands.</p>



## Strategic Direction 3: Positive and Productive Learning Environments

### Purpose

The school will ensure a safe and productive learning environment where all students feel known, valued and cared for. We will achieve this by improving relationships between students and with staff; targeted interventions for students disengaged from learning; and implementing individual wellbeing plans for students with high need.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systems and programs to enhance student engagement with school and sense of belonging
- Building the capacity of staff to enhance student care
- Systems and programs to monitor and communicate student attendance to parents and students.

### Resources allocated to this strategic direction

**Socio-economic background:** \$383,000.00

**Low level adjustment for disability:** \$134,541.50

**Professional learning:** \$10,000.00

### Summary of progress

Attendance improvement has not occurred due to circumstances outside the control of the school, and beyond the control of families. The school has focused on improving processes, procedures and communication, with a view to positively impacting attendance once public health restrictions around COVID-19 have eased in the future. A renewed focus and improved procedures have been implemented.

The initial surveys and steps for wellbeing plans were implemented, but further progress was hindered by staff shortages for both implementation and cover. Staff professional learning was started, with a view to further capacity building in future. Some isolated programs were able to be implemented, such as Rock and Water and Drumbeat, with positive results for the groups participating.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Implement coherent attendance procedures that function effectively</li><li>• Reduce the number of unexplained absences occurring across the school through communication with families</li></ul>	The position of Attendance Officer was created in 2021 to monitor student trends in attendance and make meaningful contact with parents. This occurs through the Attendance Officer contacting Homeroom teachers with students of concern and having them speak with students/parents regarding this. This is feedback to the Attendance Officer who also monitors the student and makes contact with parents if the trend continues. In 2022 a fortnightly summary of every students' attendance will be sent home to parents displaying total attendance for that period which will increase the awareness of parents around how much school their child may or may not be missing.
<p>Increase the proportion of students reporting a sense of belonging and care at GHS, with improved teacher-student relationships across the school.</p> <p>Increase the proportion of students responding 'agree' or 'strongly agree' in the Google Form survey question "Most of my teachers are concerned with my success and let me know if they expect more success from me" by 20% on</p>	Individual wellbeing plans were not implemented in 2021 due to staffing constraints; however, Home Rooms were effectively utilised to deliver Positive Behaviour for Learning (PBL) focused lessons; data indicates that these were particularly successful with Years 7 and 8. Furthermore, data analysis for targeted programs for Tier 3 interventions (focusing on students with challenging behaviour), including 'Rock and Water' and 'Drumbeat', suggests these programs have been successful. Sentral data reflects a reduction in negative entries for participants of 'Rock and Water', while data indicated a doubling of positive entries and a reduction in negative entries by 50% for participants in 'Drumbeat'. Data to assess the success of the 'Boys Program' has been difficult to ascertain as a decision to focus on Year

<p>2020 levels.</p> <p>Increase the proportion of students responding 'agree' or 'strongly agree' to the Google Form survey question "Generally, students at my school care about learning and getting a good education" by 20% on 2020 levels.</p>	<p>9 boys at the beginning of 2021 was shifted midway through the year to focus on Year 7. In addition, the program was interrupted through remote learning; thus, accurate data for its success cannot be identified.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$469,121.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grafton High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improvement in pedagogy: Empower staff to confidently implement strategies to improve student engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external allied health providers for the implementation of targeted support programs and NDIS interventions.</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>This has resulted in funded students being able to access the curriculum and school based activities more effectively. Funded students have demonstrated positive attendance, engagement and progress.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Next steps will be to further tailor interventions that best suit each student. Class placements to be carefully considered in 2022 to enable groups of students to be supported with common resources.</p>
<p>Socio-economic background</p> <p>\$646,155.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grafton High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices: Ensure effective strategies and processes are in place to improve student results</li> <li>• Improvement in pedagogy: Empower staff to confidently implement strategies to improve student engagement</li> <li>• Explicit teaching and connections: All students value school and feel they belong</li> <li>• Communication and partnerships with families</li> <li>• Systems and programs to enhance student engagement with school and sense of belonging</li> <li>• Building the capacity of staff to enhance student care</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement whole school literacy strategy to support identified areas of literacy in each Year 7 class.</li> <li>• professional development of staff through literacy team meetings and resources to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• staff release to increase community engagement through fortnightly summaries and assessment schedules</li> <li>• supplementation of extra-curricular activities, particularly the Home Room initiative.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Socio-economic background</p> <p>\$646,155.19</p>	<p>Socio-economic background funding has enabled the provision of academic programs, wellbeing programs, teaching resources, and additional staffing that have benefited all students. This has involved various programs that focus on current wellbeing, current academic progress, PBL and future post-school pathways.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review the operation and effectiveness of the Home Room program, as one of the most significant aspects of this funding. Continue to evaluate, adjust and implement other activities to maintain focus and effectiveness.</p>
<p>Aboriginal background</p> <p>\$171,016.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grafton High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improvement in pedagogy: Empower staff to confidently implement strategies to improve student engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students now have a personalised learning pathway completed after the implementation of the new process. Aboriginal Education team now plans, implements and monitors staff PL and student initiatives. Senior students have been supported in their completion of assessment tasks through targeted support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Refine the PLP process, with greater involvement from parents and carers. Continue with initiatives through the stronger smarter program, and ongoing staff professional learning relating to Aboriginal education policies and pedagogies.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Grafton High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices: Ensure effective strategies and processes are in place to improve student results</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students have been supported through an analysis of their individual need. Support targeted primarily at achievement and engagement in external assessment processes (minimum standards and HSC).</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Assess the number, nature and needs of EAL/D students in 2022, and make appropriate plans and strategies targeted at specific student need.</p>
<p>Low level adjustment for disability</p> <p>\$401,619.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Grafton High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices: Ensure effective strategies and processes are in place to improve student results</li> <li>• Systems and programs to enhance student engagement with school and sense of belonging</li> <li>• Improvement in pedagogy: Empower staff to confidently implement strategies to improve student engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of Learning and Support Teachers to implement extracurricular programs and support.</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This has enabled students requiring extra support to access curriculum and extra curricular activities, as well as provided relevant and targeted support for students to engage in and complete external assessment requirements (minimum standards and HSC).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Make a coherent plan for how this funding complements other funding and programs in 2022, and continue to tailor strategies and targeted support to the changing needs of students. This will be achieved through a restructured Learning and Support Team format, and referral process.</p>
<p>Location</p> <p>\$3,810.43</p>	<p>The location funding allocation is provided to Grafton High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Contributing to the participation costs and cover of staff attending Head Teacher collegial network meetings across the region.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Head Teachers participating in CLNs across the region, contributing to their professional development.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to enable executive to participate in this valuable program of</p>

Location \$3,810.43	collegial professional development.
Professional learning \$90,951.29	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Grafton High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building the capacity of staff to enhance student care</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Allocation of release time for team leaders to plan SIP initiatives, and for faculties to engage in and implement SIP initiatives and strategies.</li> <li>• Collegial Leadership Network engagement by executive staff. Once per term.</li> <li>• Course fees, cover and release time for staff to engage in meaningful professional learning aligned to their PDP.</li> <li>• Creation of coherent and meaningful professional learning on school development days that supports and aligns with strategic directions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Implementation of and engagement in evidenced based strategies and programs both within and beyond the school. This has contributed to improved systems, procedures, strategies and outcomes for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to align future professional learning with the current context and knowledge within the school, and strategic directions.</p>
School support allocation (principal support) \$41,330.29	<p>School support allocation funding is provided to support the principal at Grafton High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Business Manager employed to support principal administration. Asset management, financial management, and Work Health and Safety oversight being central to this position.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved assets and surrounding environment, creating an orderly learning environment for positive teaching and learning to occur. Financial management process continue to be improved, to support monitoring and implementation of school budgets supporting teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to improve both the efficiency and effectiveness of financial management processes in supporting teaching and learning within the school.</p>
COVID ILSP \$443,974.13	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

<p>COVID ILSP</p> <p>\$443,974.13</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices: Ensure effective strategies and processes are in place to improve student results</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - MacqLit</li> <li>• releasing staff to analyse school and student data to provide targeted literacy strategies for Year 7 classes</li> <li>• employment of teachers to deliver small group tuition focused on minimum standards requirements for HSC attainment.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improvement in literacy skills in MacqLit participants in Year 7. All students who completed Year 12 have satisfied minimum standards requirements.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Source additional staff in 2022 for COVID ILSP tuition to expand impact, as not all funds were able to be used in 2021 due to staffing shortages.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	466	427	421	403
Girls	438	404	402	395

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.4	90.1	93	87.5
8	83.7	87.1	91.9	86.8
9	84.5	83.1	89.9	82.7
10	79.9	78.2	86.4	80.7
11	77.6	81.5	90	77.8
12	81.9	83.9	90.9	84.6
All Years	83.5	84.1	90.4	83.4
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability



with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	11	9
Employment	50	45	43
TAFE entry	25	27	11
University Entry	0	0	28
Other	25	12	5
Unknown	0	5	4

### YEAR 12 STUDENTS UNDERTAKING VOCATIONAL OR TRADE TRAINING

In 2021, twenty four Year 12 students undertook vocational or trade training as part of their HSC. This was comprised of six students studying a vocational subject at TAFE and twenty one students studying a vocational subject at school, three of these students studied a vocational course 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 2021, eighty nine met requirements for the award of the Higher School Certificate.

### Year 12 students undertaking vocational or trade training

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30.30% of Year 12 students at Grafton High School undertook vocational education and training in 2021.

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

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93.2% of all Year 12 students at Grafton High School expected to complete Year 12 in 2021 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)	47.1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	605,571
<b>Revenue</b>	12,603,993
Appropriation	12,417,642
Sale of Goods and Services	-733
Grants and contributions	174,702
Investment income	982
Other revenue	11,400
<b>Expenses</b>	-12,434,159
Employee related	-11,385,820
Operating expenses	-1,048,339
<b>Surplus / deficit for the year</b>	169,834
<b>Closing Balance</b>	775,405

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	469,121
<b>Equity Total</b>	1,221,192
Equity - Aboriginal	171,017
Equity - Socio-economic	646,155
Equity - Language	2,400
Equity - Disability	401,620
<b>Base Total</b>	9,241,394
Base - Per Capita	213,198
Base - Location	3,810
Base - Other	9,024,386
<b>Other Total</b>	749,377
<b>Grand Total</b>	11,681,084

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

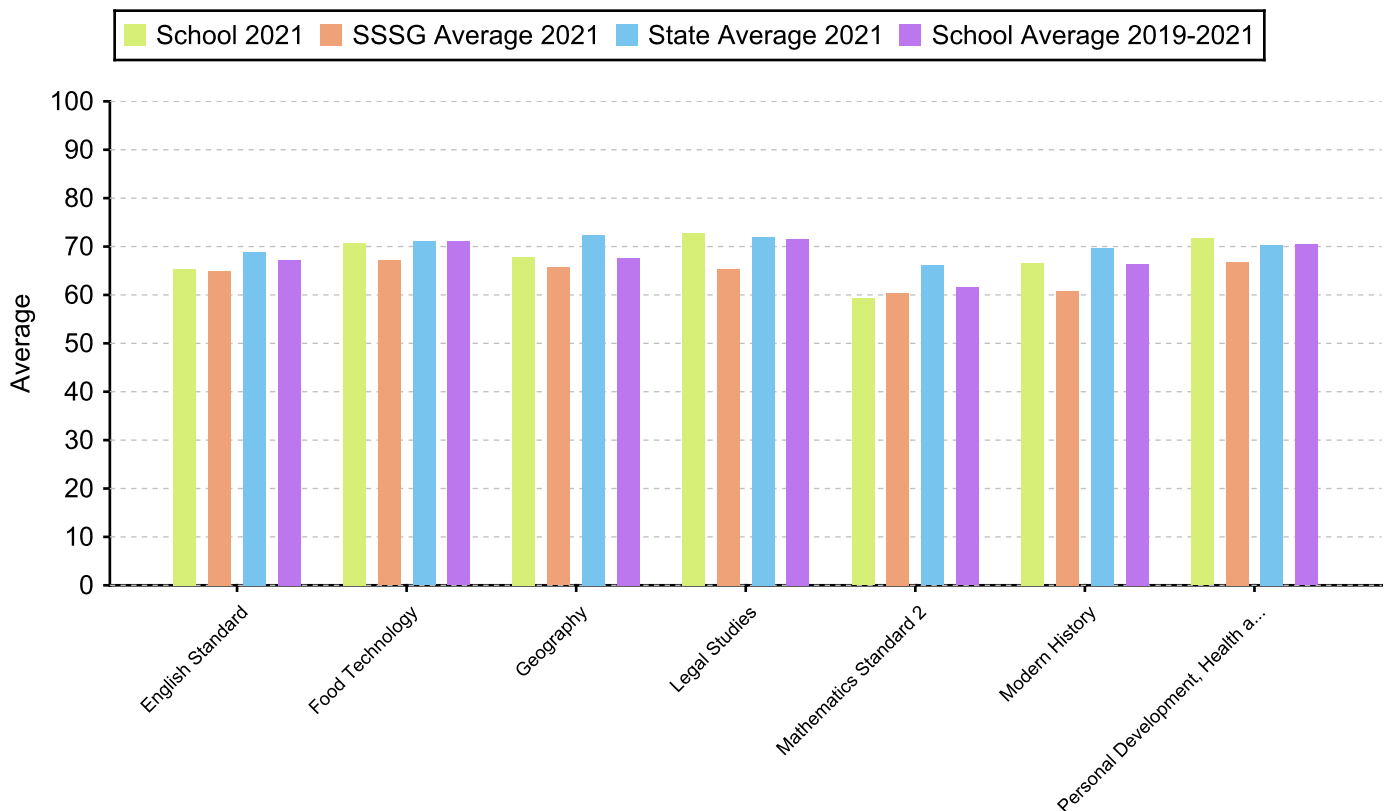
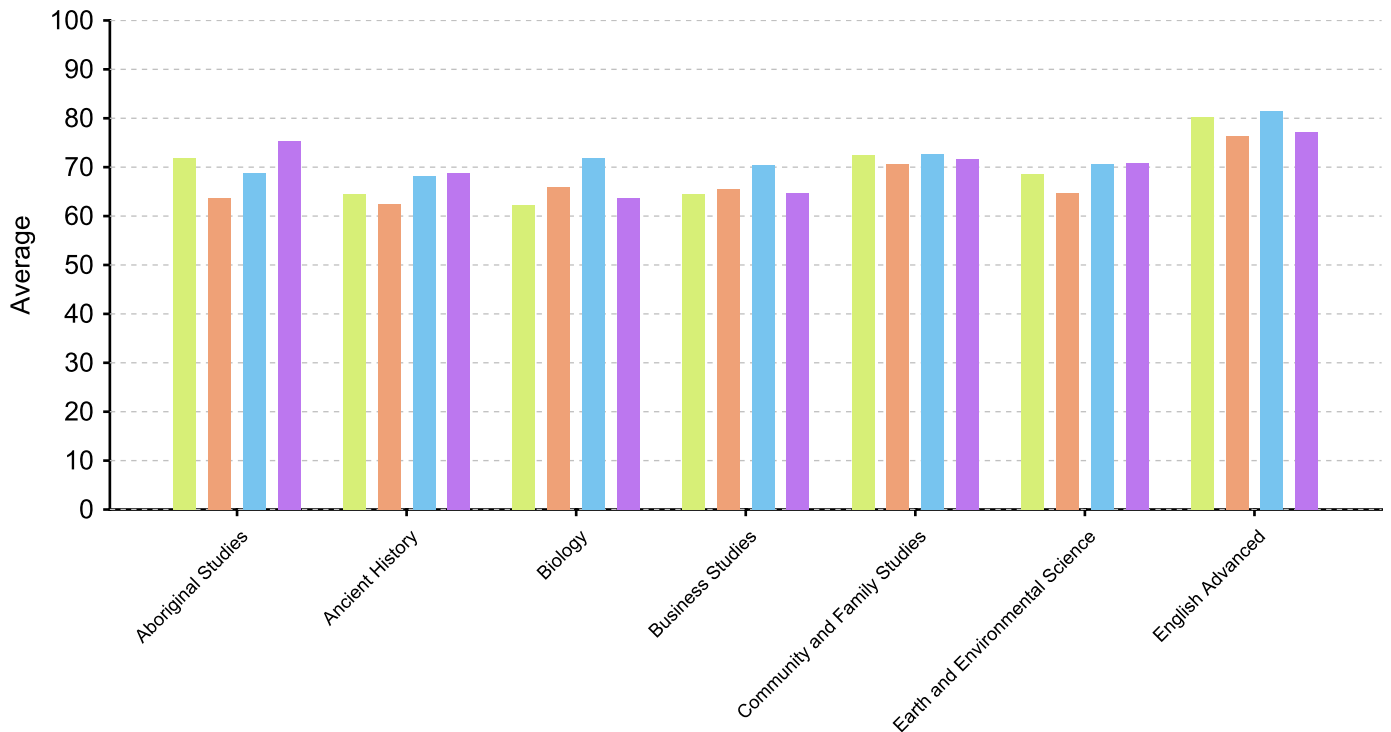
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Aboriginal Studies	71.9	63.7	68.8	75.4
Ancient History	64.6	62.4	68.1	68.7
Biology	62.3	66.0	71.9	63.8
Business Studies	64.6	65.5	70.4	64.7
Community and Family Studies	72.5	70.7	72.7	71.6
Earth and Environmental Science	68.6	64.7	70.6	70.9
English Advanced	80.3	76.4	81.4	77.3
English Standard	65.4	65.0	68.8	67.2
Food Technology	70.7	67.2	71.0	71.1
Geography	67.9	65.7	72.4	67.6
Legal Studies	72.8	65.3	72.0	71.5
Mathematics Standard 2	59.3	60.4	66.1	61.5
Modern History	66.6	60.8	69.7	66.3
Personal Development, Health and Physical Education	71.7	66.8	70.3	70.5

## Parent/caregiver, student, teacher satisfaction

With the continuation of the COVID-19 pandemic in 2021, and restrictions imposed for the safety and well being of our school community, many usual activities and excursions were impacted. Remote learning and work from home was embraced by staff, students and families. Whilst creating challenges, much positive feedback was also received.

Our annual survey "Tell Them from Me" again provided valuable insights. Initiatives such as High Expectations Awards to teaching staff and Fortnightly Summaries providing information on school activities have been well received. Assisting parents and students to engage in conversation about classroom activities has been achieved through these summaries.

Staff provided feedback via the People Matter survey of NSW government employees. This had a significant number of staff complete the survey, and responses overall provided positive feedback and provided further directions for school planning.



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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.