

# 2022 Annual Report

## Grafton High School



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## Introduction

The Annual Report for 2022 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 800 students, located on the traditional lands of the Bundjalung people on the North Coast of NSW. The school contains a support unit with 7 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. 17% 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 2022 was 67 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. Our teachers are experienced, with less than 10% 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	2022 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  
Low level adjustment for disability  
Integration funding support  
English language proficiency  
Aboriginal background  
Professional learning

### Summary of progress

In 2022, a number of activities were significantly disrupted or hindered by significant and sustained numbers of COVID-19 cases in schools. The Literacy SIP team initially tried to continue the staff collaboration on core class groups, but due to unreliable and meaningless data and feedback due to staff and student absences outside of our control, the team changed in Term 2 to focus on reading with faculties provided time, guidance and resources to review each KLA's teaching of reading. This was done at two staff meetings per term on Tuesday afternoons. Numeracy focused similarly on having staff review and implement numeracy strategies within teaching programs.

NAPLAN results are lower in 2022 than in 2021 in both reading and numeracy. However, Check In assessment data showed improvement in Years 8 and 9 in both reading and numeracy, adding some complexity to the whole school analysis of this strategic direction.

Teachers have collaboratively updated and improved teaching and learning resources that target reading improvement, particularly relating to the "here, hidden, head" strategy. Head teachers reported back to the executive that KLAs feel more prepared and more aware of their responsibility to target reading, and that resources have now been integrated into teaching and learning programs.

### 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 6%.	The lower bound target for this progress measure has not yet been reached. On review, some consideration of the change to online NAPLAN needs to be considered in 2022. This is the first year that Grafton HS has completed tests online. The comparison of hard copy NAPLAN to online is difficult.
Increase the % of students achieving in the top 2 bands in NAPLAN numeracy by 6%.	The lower bound target for this progress measure has not yet been reached. On review, some consideration of the change to online NAPLAN needs to be considered in 2022. This is the first year that Grafton HS has completed tests online. The comparison of hard copy NAPLAN to online is difficult.

Increase the proportion of students achieving expected growth in NAPLAN reading above 2021 levels	Unable to assess growth due to NAPLAN cancellation in 2020.
Increase the proportion of students achieving expected growth in NAPLAN numeracy above 2021 levels	Unable to assess growth due to NAPLAN cancellation in 2020.
Increase the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity above 2021 levels	<p>Anecdotally, there has been an increase in our Aboriginal students maintaining their cultural identity above 2021 levels. This has been the case with the increase in opportunities that have been offered to our Aboriginal students to participate in cultural activities and in the increase in profile and engagement of our Aboriginal students through the PLP process. Our First Nations Representatives on our Students Representative Council have been engaging with their leadership roles and are having a positive impact on younger students. In 2023, we are looking to formalise the gathering of this data through the introduction of a post school survey for our graduating Aboriginal students. We have had approximately 70% of our students who started their HSC gain the credential by years end.</p> <p>Throughout Stage 6, 10 students left school as they were over 17 (looking into the reasons why and how these can be addressed is a future focus for school's Aboriginal Education Team), three students moved to employment, one to a traineeship and two left to other high schools. The data for Aboriginal students leaving school is reflective of the trends for all students in Stage 6. Aboriginal students comprised 19% of the Year 12 cohort that finished their HSC in 2022, marginally higher than the relative population across all year groups.</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

Professional learning

Per capita

### Summary of progress

Parent engagement and feedback on the fortnightly summaries has increased after consultation. The High Expectations Team will continue to engage with parents and their students learning through the use of seminars and parent portal app in 2023. Learning intentions and success criteria were expanded throughout the year and signage evident in every classroom. The practice of pre and post quizzes and success criteria units of work was expanded to include Years 7, 8, 11 and 12. The High Expectations Team has developed and introduced the practice of "know your students". Providing professional development to all staff how to find data on students' physical, social and intellectual development and characteristics to plan their teaching accordingly. The HE Team worked collaboratively with all Head Teachers to develop faculty specific practices in gathering, interpreting and analysing this data, to then document it's use to direct teaching and learning activities. The HE Team created a number of different activities associated in building a positive staff culture to assist with improving staff engagement in high expectations and the learning culture around this. The HE Team will continue in 2023 to identify opportunities to improve staff culture of high expectations across the school.

HSC 2022 was a huge success, with 23 band 6 results and 57 band 5 results achieved by one of the smallest cohorts of students to complete Year 12 in recent years. An improvement of 14.9% was acknowledged by the secretary of the Department of Education as one of the highest levels of improvement in the state. in 2022. Improvement was noted across all KLAs, with 11 subjects achieving a group result above state average. The challenge set for all KLAs now is to reflect on what has worked, and continue this work into future years.

### 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>• Parent communication fortnightly learning summaries. Stage 4 and 6 assessment on parent portal.</li><li>• At least 5% increase in students agreeing or strongly agreeing that teachers have high expectations for all students.</li></ul>	<p>After parent consultation, it was identified that parents prefer communication from the school via text. Therefore fortnightly summaries are now distributed via text message and email. Data gathered indicates 85% of parents find the fortnightly summaries allow them to assist their students in their learning. Initiative for 2023 is to include diary dates and more explicit assessment information. We would like to hold parent information sessions for Year 7 on use of Chromebooks/assessment and how to use fortnightly summaries. We also need to develop and distribute a how to guide for all parents/carers on the fortnightly summary.</p> <p>No progress has been made on using the parent portal with assessment tasks, due to lack of consistency of tasks across the school. We will continue to address this in 2023. Initiative for 2023 use of parent portal app to increase communication with parents.</p>

<ul style="list-style-type: none"> <li>• Parent communication fortnightly learning summaries. Stage 4 and 6 assessment on parent portal.</li> <li>• At least 5% increase in students agreeing or strongly agreeing that teachers have high expectations for all students.</li> </ul>	<p>TTFM expectations for success data did not change from 2021 to 2022.</p>
<ul style="list-style-type: none"> <li>• Learning intentions, success criteria continue in every lesson. Teachers explain learning intentions and success criteria in every lesson, every class.</li> <li>• Pre-testing and post-testing is used in every unit across Years 7, 8, 11 and 12.</li> <li>• Success criteria for units of work and smart goal setting is used for all units of work in Years, 7, 8, 11 and 12.</li> <li>• Enhance consistency of data use in teaching practices across the school.</li> </ul>	<p>Know your students practice has been introduced across all faculties. Professional development was provided for all staff on how to access data and use this data to plan their teaching accordingly. Staff now know where to locate information on students different learning abilities and associated personalised learning plans. Staff are documenting in programs the learning adjustments made to support these students. This complements the data provided through the practice of pre and post testing which is now occurring across Years 7, 8, 11 and 12. This will be expanded to Year 9 in 2023.</p> <p>The structure of the success criteria units of work has been discussed across each faculty and those faculties are looking for ways to improve the practice of these to best suit their subject area in 2023. When external validation occurs an audit of these will be conducted.</p> <p>94% of students survey indicated they know what learning intentions and success criteria are. There was minimal growth across the year of staff discussing the learning intentions and success criteria with students each lesson. This will be a focus for 2023, particularly discussion of if students have met the success criteria.</p> <p>TTFM survey data indicated an increase of 0.2 percent from 2021 to 2022 on explicit teaching practices and feedback with students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn</p>
<p>-Increase % of HSC course results in top 2 bands by 6%.</p>	<p>Improvement in HSC top two bands was significant in 2022, more than doubling the targeted improvement in the top 2 bands. The school was acknowledged by the secretary of the Department of Education as one of the most improved schools in the state in this regard.</p>
<p>-Increase % of HSC course results in top 3 bands by 6%.</p>	<p>Improvement in HSC top two bands was significant in 2022, more than doubling the targeted improvement in the top 3 bands. The school was acknowledged by the secretary of the Department of Education as one of the most improved schools in the state in this regard.</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
- Wellbeing for School Improvement: Student engagement and a sense of belonging
- Positive Behaviour for Learning

### Resources allocated to this strategic direction

Socio-economic background

Professional learning

Location

Per capita

### Summary of progress

Despite being a very difficult year in considering attendance and wellbeing, there have been some pleasing successes that provide a foundation to build on in 2023. Initiatives in the senior school and in senior classes have clearly impacted positively. The correlation between this and a positive set of HSC results across the school has not gone unnoticed.

Attendance procedures have been embedded, with staff as part of the attendance team confidently knowing their role and expected contributions to the process. Clearly, the actual attendance data for 2022 did not meet the initial target, but in recognising the unique and extenuating circumstances, the target was moved at a system level to 2023.

The team involved in Strategic Direction 3 continues to think creatively in the face of many challenges. A key feature of planning for 2023 to achieve the desired progress in attendance, and improve TTFM feedback in the junior school, will need to be a more coherent approach to the integration of initiatives, similar to the challenge that was presented this year.

### 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>• 3% increase in the Belonging and Relationships domains, TTFM 2022.</li><li>• 2% increase in the Teacher Relationship and Advocacy domains, TTFM 2022</li><li>• Increase in use of <b>Positive SHARE</b> monitoring booklet.</li></ul>	<p>The progress measures relating to belonging and relationships as measured by TTFM has been achieved in the senior school in 2022, but not in the junior school. There is a consistent trend across all questions relating to these areas where Years 11 and 12, followed by Year 7, show positive trends and improvement, but Years 8, 9 and 10 have seen no growth. This is a positive outcome for 2022, given how disrupted the year has been with absences due to COVID cases for both students and staff.</p> <p>No data is available on monitoring booklet success or otherwise. All forms of monitoring proved difficult in 2022, with severely disjointed periods of the year due to daily absences of 25%-30% of the student population for extended periods of time.</p>
<ul style="list-style-type: none"><li>• Increase the proportion of students attending more than 90% of the time above 2020 levels</li><li>• Embed 2021 attendance procedures across the school into relevant roles (e.</li></ul>	<p>Attendance procedures continued to be refined and embedded in 2022. A strong attendance team that meets fortnightly exists, and strong habits are forming regarding the role of each wellbeing team member and administrative team member.</p>

g. Year Adviser)	Regarding attendance measurement, a statewide trend in 2022 saw attendance rates suffer significantly due to the impact of widespread COVID-19 cases. For this reason, there can be no meaningful measurement of the effectiveness of particular strategies with regard to attendance rates.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$474,159.00</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>• supporting students in classrooms with academic and social development</li> <li>• providing additional support for students in support classes for mainstream students being gusted</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students provided with IFS funding have been supported both within classrooms, and at times through small group withdrawal or individual support. This has enabled targeted support with literacy and numeracy particularly.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review the IEPs and PLASPs for students who are funded, and review appropriateness of strategies for 2023.</p>
<p>Socio-economic background</p> <p>\$590,106.87</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>• Explicit teaching and connections: All students value school and feel they belong</li> <li>• Communication and partnerships with families</li> <li>• Wellbeing for School Improvement: Student engagement and a sense of belonging</li> <li>• Positive Behaviour for Learning</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>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff into timetable, allowing release time for key staff to support SIP implementation.</li> <li>• release time for key staff and leaders to invest into initiatives seeking improvement in teaching and learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Effective implementation of programs across all three strategic directions. Improved HSC results, Check In assessment data, and TTFM data in the senior school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Revisit the provision for high potential and gifted education within and beyond key learning areas. Continue to build on progress promoting stronger engagement and relationships with parents and carers. Bring further coherency to the initiatives within the third strategic direction.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$181,611.70</p>	<p>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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Personalised Learning Pathways were completed by all students, with stage relevant content for each stage. Weekly programs continued with boys group, Goori group, and Term 4 Year 7 Bundjalung language classes all continuing. TTFM data indicates that many Aboriginal students at Grafton High School feel that their culture is valued, and feel a sense of belonging.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to improve the involvement of parents and carers in the PLP process. Continue to seek improvement in the number of students expressing sense of belonging and value of culture in TTFM data.</p>
<p>English language proficiency</p> <p>\$2,645.09</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>• 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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student has moved from beginning to emerging in the majority of areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue supporting, with more focus being on supporting in class, and up skill classroom teachers, instead of through withdrawal.</p>
<p>Low level adjustment for disability</p> <p>\$392,510.43</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</li> </ul>

<p>Low level adjustment for disability</p> <p>\$392,510.43</p>	<p>place to improve student results</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <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> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students receiving the level of support required to engage in learning. All students who completed Year 12 achieving minimum standards. Increase in the quality and availability of data and information informing classroom teachers of the level and needs of their students, through the collation of student data into more central and accessible locations.</p> <p><b>After evaluation, the next steps to support our students 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 continuing improvement Learning and Support Team format, and referral process, despite a change in key personnel.</p>
<p>Location</p> <p>\$3,704.62</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>• Wellbeing for School Improvement: Student engagement and a sense of belonging</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>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student costs to excursions requiring travel have been subsidised in some instances, such as the Year 7 camp, encouraging student attendance. Other events such as schools spectacular were also subsidised for the same reason.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use this small amount of funding for the same purpose in future, targeting areas of student need, both individual and cohort based.</p>
<p>Professional learning</p> <p>\$93,353.88</p>	<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>• 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>• Wellbeing for School Improvement: Student engagement and a sense of belonging</li> <li>• Positive Behaviour for Learning</li> </ul>

<p>Professional learning</p> <p>\$93,353.88</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• training for staff, release time for staff to drive particular improvement initiatives, and release time for resource creation among some staff.</li> <li>• employment of additional staff to support student learning in class and during withdrawal.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased engagement and sense of belonging among some year groups. Contributed to improved HSC and Check In assessment results. Increased engagement and collaboration with parents and carers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to build on the foundation set in 2022, particularly with reference to the literacy team and high expectations team. Previous initiatives should become habits, being completed more efficiently by learning by doing, allowing further initiatives to be implemented.</p>
<p>COVID ILSP</p> <p>\$336,410.00</p>	<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 2022.</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 targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• providing intensive small group tuition for identified students who had not yet met minimum standards in Years 11 and 12.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students who finished Year 12 had met minimum standards at the completion of Term 3. MacqLit program delivered successfully to students, with individual data showing improvement. Additional support for a recently arrived student in need of EAL/D support resulted in improved English proficiency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identify students in 2023 that require a similar successful program.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• individual students support in Library</li> <li>• small group Tier 2 interventions delivered by SSO.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring support or intervention received appropriate and timely advice, support and engagement from SSO, at times being triaged to other services or supports within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Pursue increased opportunities for small group interventions and activities in 2023.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	427	421	403	401
Girls	404	402	395	391

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.1	93.0	87.5	81.5
8	87.1	91.9	86.8	77.9
9	83.1	89.9	82.7	78.7
10	78.2	86.4	80.7	73.9
11	81.5	90.0	77.8	72.9
12	83.9	90.9	84.6	80.6
All Years	84.1	90.4	83.4	77.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	0	0
Employment	15	31	22
TAFE entry	15	9	1.4
University Entry	0	0	26.6
Other	70	15	8
Unknown	0	45	42

## Year 12 students undertaking vocational or trade training

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48.10% of Year 12 students at Grafton High School undertook vocational education and training in 2022.

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

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95.9% of all Year 12 students at Grafton High School expected to complete Year 12 in 2022 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)	48.4
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.08
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	654,440
<b>Revenue</b>	13,575,231
Appropriation	13,126,823
Sale of Goods and Services	100,727
Grants and contributions	335,324
Investment income	9,948
Other revenue	2,410
<b>Expenses</b>	-13,148,517
Employee related	-11,811,969
Operating expenses	-1,336,548
<b>Surplus / deficit for the year</b>	426,714
<b>Closing Balance</b>	1,081,155

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	432,171
<b>Equity Total</b>	1,166,874
Equity - Aboriginal	181,612
Equity - Socio-economic	590,107
Equity - Language	2,645
Equity - Disability	392,510
<b>Base Total</b>	9,675,336
Base - Per Capita	211,634
Base - Location	3,705
Base - Other	9,459,997
<b>Other Total</b>	1,210,899
<b>Grand Total</b>	12,485,280

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

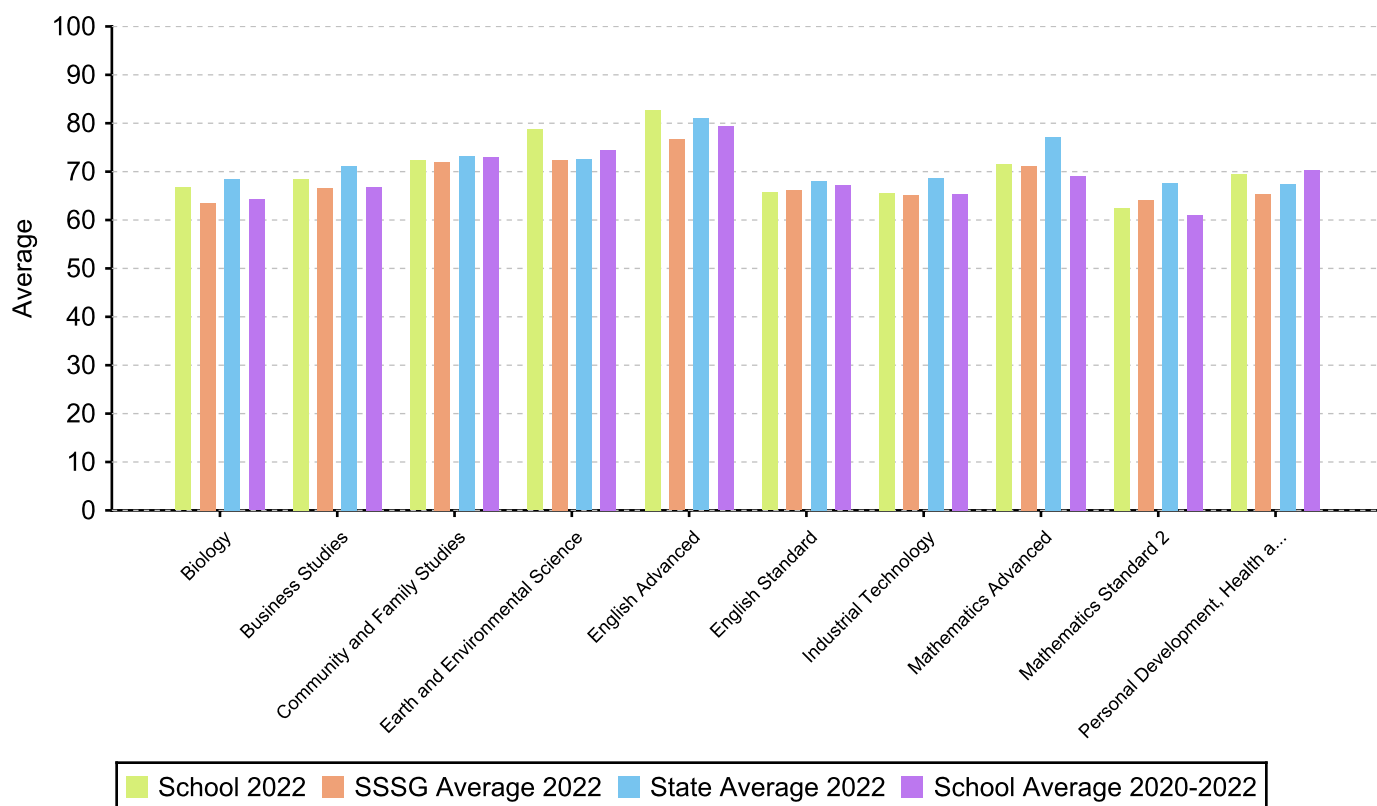
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	66.7	63.5	68.5	64.2
Business Studies	68.4	66.7	71.2	66.8
Community and Family Studies	72.3	72.1	73.2	73.0
Earth and Environmental Science	78.7	72.4	72.5	74.4
English Advanced	82.7	76.6	81.0	79.3
English Standard	65.7	66.1	68.1	67.1
Industrial Technology	65.6	65.1	68.6	65.4
Mathematics Advanced	71.6	71.1	77.1	69.1
Mathematics Standard 2	62.5	64.2	67.6	61.0
Personal Development, Health and Physical Education	69.5	65.4	67.5	70.4

## Parent/caregiver, student, teacher satisfaction

The annual Tell Them From Me surveys were conducted in both windows with students, and the parent survey attracted 38 responses.

Students in senior years recorded higher levels of satisfaction across the board, from academic questions, wellbeing questions, and questions of school culture. Junior year groups were consistent with previous years.

A lower response rate to the People Matter survey from staff means that comparisons with previous years are difficult, and is probably indicative of the context of a school with staffing pressures at the time.

P&C collaboration and feedback to the school is strong and positive, and the school is working in partnership to enhance engagement and interest in the P&C.

# 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.