

2023 Annual Report

South Grafton High School



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Introduction

The Annual Report for 2023 is provided to the community of South 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.

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School vision

At South Grafton High School we are proud of our traditions and community connections. We provide an inclusive, responsive and supportive environment that encourages each individual to develop to their full potential. Our students are nurtured, guided, inspired and challenged through activities that foster creativity, individuality and leadership. Students are also challenged and engaged through authentic learning opportunities with high expectations that promote academic rigour and inspire them to develop confidence and resilience, becoming independent life long learners.

SGHS aims to support the wellbeing of all students, through its Positive Behaviour for Learning (PB4L) values of Being Respectful, Taking Responsibility and Personal Best. The success of our students is regularly celebrated with our community at presentation assemblies, year level meetings and in-class awards.

The key messages for our community during 2021-2024 are that SGHS values academic success and promotes outstanding learning opportunities for all students and that we provide a safe, nurturing and inclusive learning environment across our community of schools. We are at the heart of our community, helping our children create their own future by nurturing their passions, skills and interests and engaging with outstanding and committed teachers who inspire success.

School context

South Grafton High School is a rural, comprehensive, coeducational high school of 700 students, 64 teaching and 17 non-teaching staff. Many of our students come from a low SES background and 32.5% of them identify as Aboriginal or Torres Strait Islander. SGHS is located on the southern side of the Clarence River, in the heart of the Clarence Valley and within easy driving distance of Coffs Harbour, Yamba and Maclean. The school has excellent facilities including an agricultural farm, modern science laboratories, a Trade Training Centre for our Construction course and industry standard kitchens for our Hospitality course. In addition to this, our classroom teaching spaces are being upgraded to provide learning environments that are functional and engaging.

Our school provides learning environments that cater for individual student learning needs, as well as opportunities that allow all students to develop to their full potential. This includes an integrated model that supports five MC classes, an ED class and a Tutorial class. In addition to this, the school funds a Transition Learning Centre (TLC), which supports students struggling with the demands of mainstream classes, a Clontarf Academy, which provides targeted support to our Aboriginal boys and the STARS program supports our Aboriginal girls.

SGHS undertook a consultation process which sought input from students via the SRC, staff at a whole school and faculty level, parents via focus groups and the P&C, as well as discussions with members of the AECG.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Achieving educational excellence for students through collaborative classroom practice, data analysis and evaluation, and pedagogical improvement.

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.

- Effective Classroom Practice - Lesson Improvement Team
- Data Skills and Use - Assessment

Resources allocated to this strategic direction

Professional learning
Beginning teacher support
Low level adjustment for disability

Summary of progress

The unavailability of staff has impacted on all activities to support the school's Strategic directions in 2023.

In 2021 implementing learning intentions, success criteria and formative assessment in every classroom began. In 2023 the school measured the impact of these initiatives and also reviewed year 7 to 10 assessments, exploring the centralised monitoring of student progress.

The Djehuti Smart program has continued to improve the targeted students' mathematical operational skills. The program will continue in 2024 in conjunction with the Multi Lit program supporting student literacy. In 2024 all students in year 7 and 8 will participate in a dedicated literacy period on a weekly basis targeting literacy skills needing development.

In 2023 we worked towards building the capacity of staff in the use of school based assessment data to identify student achievement and progress in order to reflect on teaching effectiveness and inform future directions. There will be a focus on a whole school approach to learning intentions, success criteria and formative assessment, along with a review of stage 4 and 5 assessment tasks for 2024.

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
Aboriginal student HSC attainment- Proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity by 30%.	In 2023 there was a decrease in the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.
Check-in Growth Reading- Increase % of students achieving expected growth in reading Improved student performance in Check-in assessments as compared to SSSG.	The Check-in Assessment results indicated that students in year 7 scored 0.7% below the SSSG, Year 8, 4.1% above the SSSG and Year 9, 3.7% above the SSSG.

<p>Check-in Growth Numeracy - Increase % of students achieving expected growth in numeracy</p> <p>Improved student performance in Check-in assessments as compared to SSSG</p>	<p>The Check-in Assessment results indicated that students in year 7 scored 1.1% above the SSSG, Year 8, 3.7% above the SSSG and Year 9, 2.3% above the SSSG.</p>
<p>HSC Achievement - Increase % of HSC course results in top two bands</p> <p>Increase the percentage of HSC course results in top two bands by 6.7%.</p>	<p>8% of students attained results in the top two bands demonstrating progress toward the lower bound target.</p>
<p>HSC Achievement - Increase % of HSC course results in top three bands</p> <p>Improvement in the % of HSC course results in top 3 bands by 8.9%.</p>	<p>37.5% of students attained results in the top three bands demonstrating achievement of the lower bound target.</p>
<p>In the School Excellence Framework Element of Effective Classroom Practice the school will move from Delivering to Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.</p>

Purpose

To achieve student growth by enhancing engagement and wellbeing through facilitating academic development, cultural awareness, emotional resilience and building social intelligence.

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.

- Enhancing Wellbeing
- Transitions and continuity of learning

Resources allocated to this strategic direction

Socio-economic background

Location

Integration funding support

Student Support Officer

Aboriginal background

English language proficiency

Summary of progress

In 2023 the Learning Support Team (LST) continued to improve school processes and procedures to support student wellbeing. In particular the LST in conjunction with the Student Support Officer worked collaboratively to streamline referral process for students at SGHS. The partnership has resulted in strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Clontarf Academy has supported Aboriginal male students at South Grafton High School to attend school, achieve learning outcomes and successfully transition to post secondary options. It has also supported the students' wellbeing and attendance, by connecting with families and through incentive programs to improve school engagement and positive behaviour for learning. The establishment of the STARS Foundation in term 4 has provided our Aboriginal female students with similar supports to our Clontarf Academy. Both programs will continue into 2024.

In 2023 the school embedded evidence based practices to enhance respectful relationships across the school and the inclusion of PB4L awards at weekly assemblies.

In 2023 South Grafton High School's school to work program resulted in an increased number of SBATs.

In 2023 the school continued to strengthen our year 6 to 7 transition program, especially with our smaller partnership primary school through increased transition activities and improved sharing of information. The school will also strengthen our partnerships with parents and students to enhance learning opportunities for students in 2024.

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
Attendance - Proportion of students attending > 90% of the time Increase the percentage of students attending school more than 90% by 5.7%.	The percentage of students attending more than 90% of the time, increased in 2023 by 15.8%
Attendance - Decrease proportion of students attending <80% of the time Decrease the percentage of students	The proportion of students attending less than 80% improved by 1.6% in 2023.

attending less than 80% by 2%.	
Implement, monitor and review a whole school approach to wellbeing and engagement to improve learning.	In 2023 a review on wellbeing and engagement was commenced. This will continue into 2024.
Increase the proportion of students by at least 6.74% reporting expectations for Success, Advocacy, and Sense of Belonging at School.	In 2024 South Grafton High School will re-engage with the Tell Them From Me Survey.

Strategic Direction 3: Leadership for learning

Purpose

Effective leadership ensuring all staff are actively engaged in supporting innovation for learning which will enable growth for our school community.

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.

- Learning
- Development

Resources allocated to this strategic direction

Aboriginal background Professional learning

Summary of progress

In 2023 a distributed instructional leadership model was undertaken to support ongoing improvement in student learning progress. Staff availability made the establishment of the Lesson Improvement Team difficult but the Attendance Improvement Team was able to monitor and evaluate aspects of the Strategic Improvement Plan (SIP). Initiatives supported by such teams had a greater impact than SIP activities without such support. In 2023 the school utilised faculty teams to support and monitor all Strategic Directions. The Head Teacher Teaching and Learning will continue to work collaboratively to develop a whole school approach to ongoing improvement in teaching and learning.

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
In the School Excellence Framework element of Educational Leadership, the school will transition from Sustaining and Growing towards Excelling.	The leadership team implemented structures within the school to develop a professional learning community that focuses on continuous improvement of teaching and learning. The leadership team has focused on building the capacity of the school to focus on monitoring the progress of student learning. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership.
In the School Excellence Framework element of Learning and Development, the school will transition from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development.
To move from sustaining and growing (2020) to excelling in the SEF element of School Planning Implementation and Reporting.	The Strategic Improvement Plan (SIP) is the basis for school improvement. The school monitors a range of measures to gauge the effectiveness of SIP activities. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of School planning, implementation and reporting.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$233,095.00</p>	<p>Integration funding support (IFS) allocations support eligible students at South Grafton High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Students being supported with their IEP and learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continued support for our high need students with their learning.</p>
<p>Socio-economic background</p> <p>\$1,176,612.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at South Grafton High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Engagement • Transitions and continuity of learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • employment of additional staff to support identified students with additional needs • equitable access to specialist resources • staff release to increase community engagement • supplementation of extra-curricular activities. <p>The allocation of this funding has resulted in the following impact: This has allowed students to access the resources and supports needed to provide them with an equitable and engaging education. Students have been supported by additional staff leading to improved attendance during the second semester of 2023.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for teaching staff through the Supporting Teachers in Class (STiC) initiative, expansion of the support provided by the LaST and SLSO's throughout the school. Ongoing support for students to access sport and extra-curricular activities through subsidising these activities.</p>
<p>Aboriginal background</p> <p>\$323,374.13</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at South 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>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$323,374.13</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transitions and continuity of learning • Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • 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 • Engagement of Clontarf to support our male Aboriginal students. • Engagement of STARS to support our female Aboriginal students. <p>The allocation of this funding has resulted in the following impact: An increase in the number of families engaging in the PLP process and also the number of students engaged with Clontarf and STARS to support our Aboriginal students with their engagement at school.</p> <p>After evaluation, the next steps to support our students will be: The school will continue with Clontarf and expanding the STARS program in 2024 with greater student numbers. The allocation of school funds to support the construction of two purpose built rooms for the STARS and Clontarf programs.</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 South Grafton High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transitions and continuity of learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging the learning and support teachers to work with individual students with their learning on a needs basis. <p>The allocation of this funding has resulted in the following impact: Students were supported with their work and were able to access the assistance needed in a timely manner.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to support our EAL/D students with a personalised approach through our learning and support team.</p>
<p>Low level adjustment for disability</p> <p>\$483,141.38</p>	<p>Low level adjustment for disability equity loading provides support for students at South Grafton High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use - Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the

<p>Low level adjustment for disability</p> <p>\$483,141.38</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention program, MultiLIT, to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Students supported by this program have accessed additional staff to assist with accessing lessons, participating in alternate programs and working with the MultiLIT program, demonstrating growth in all areas.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to identify students through the learning and support team and support them through targeted programs both in the classroom and through individual literacy and numeracy programs.</p>
<p>Location</p> <p>\$3,667.66</p>	<p>The location funding allocation is provided to South Grafton High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Enhancing Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> student assistance to support excursions incursion expenses subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Funds were used to support the equitable access of students to uniforms, excursions and learning resources.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to utilise these funds to support students for these purposes.</p>
<p>Professional learning</p> <p>\$98,257.94</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 South Grafton High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Effective Classroom Practice - Lesson Improvement Team Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> teacher relief for staff engaging in professional learning course costs for staff undertaking recognised courses presentations by suitable and qualified facilitators, for example diabetes or first aid workshops other methods of learning designed to improve student outcomes. engaging the REAL Schools program to support staff with professional learning. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices into their teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Professional learning will continue in 2024 to support staff PDP and SiP goals and targets. Ongoing commitment to the REAL schools program and restorative practices.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$384,497.12</p>	<p>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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to provide online tuition to student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: The impact of these programs has seen an improvement in our Check-in assessment data across years 7-9 with students showing growth in both reading and numeracy across all year groups.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at South Grafton High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transitions and continuity of learning <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. <p>The allocation of this funding has resulted in the following impact: The SSO has supported both individuals and groups of students with a range of wellbeing initiatives. The support of the SSO is highly valued by the students, staff and school community.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the programs currently in place and ongoing support of students and wellbeing programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	353	380	405	380
Girls	297	330	324	332

Student attendance profile

School				
Year	2020	2021	2022	2023
7	88.2	86.8	76.7	76.1
8	87.9	76.3	75.2	75.2
9	83.9	76.1	68.5	77.1
10	81.1	75.7	65.8	65.6
11	82.9	67.1	62.6	65.3
12	85.4	78.4	72.8	73.4
All Years	85.1	77.3	70.4	72.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	8
Employment	2.7	6.6	45
TAFE entry	15	6	12
University Entry	0	0	30
Other	9.5	9.6	1.2
Unknown	1	20	3.8

The data highlights a significant increase in Year 10 students enrolling to TAFE to complete the Year 10 equivalent course (15%). Our Year 12 results highlight positive transition from school data with 30% enrolling in university and 45% gaining employment, including apprenticeships and traineeships.

Year 12 students undertaking vocational or trade training

26.76% of Year 12 students at South Grafton High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

87.3% of all Year 12 students at South Grafton High School expected to complete Year 12 in 2023 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)	47.5
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.68
Other Positions	1

*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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,694,377.55
Revenue	13,549,671.44
Appropriation	13,114,162.38
Sale of Goods and Services	104,244.55
Grants and contributions	269,857.93
Investment income	57,916.44
Other revenue	3,490.14
Expenses	-13,890,627.70
Employee related	-11,085,249.26
Operating expenses	-2,805,378.44
Surplus / deficit for the year	-340,956.26
Closing Balance	1,353,421.29

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	176,000
Equity Total	1,985,528
Equity - Aboriginal	323,374
Equity - Socio-economic	1,176,613
Equity - Language	2,400
Equity - Disability	483,141
Base Total	9,498,277
Base - Per Capita	197,787
Base - Location	3,668
Base - Other	9,296,822
Other Total	883,754
Grand Total	12,543,559

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

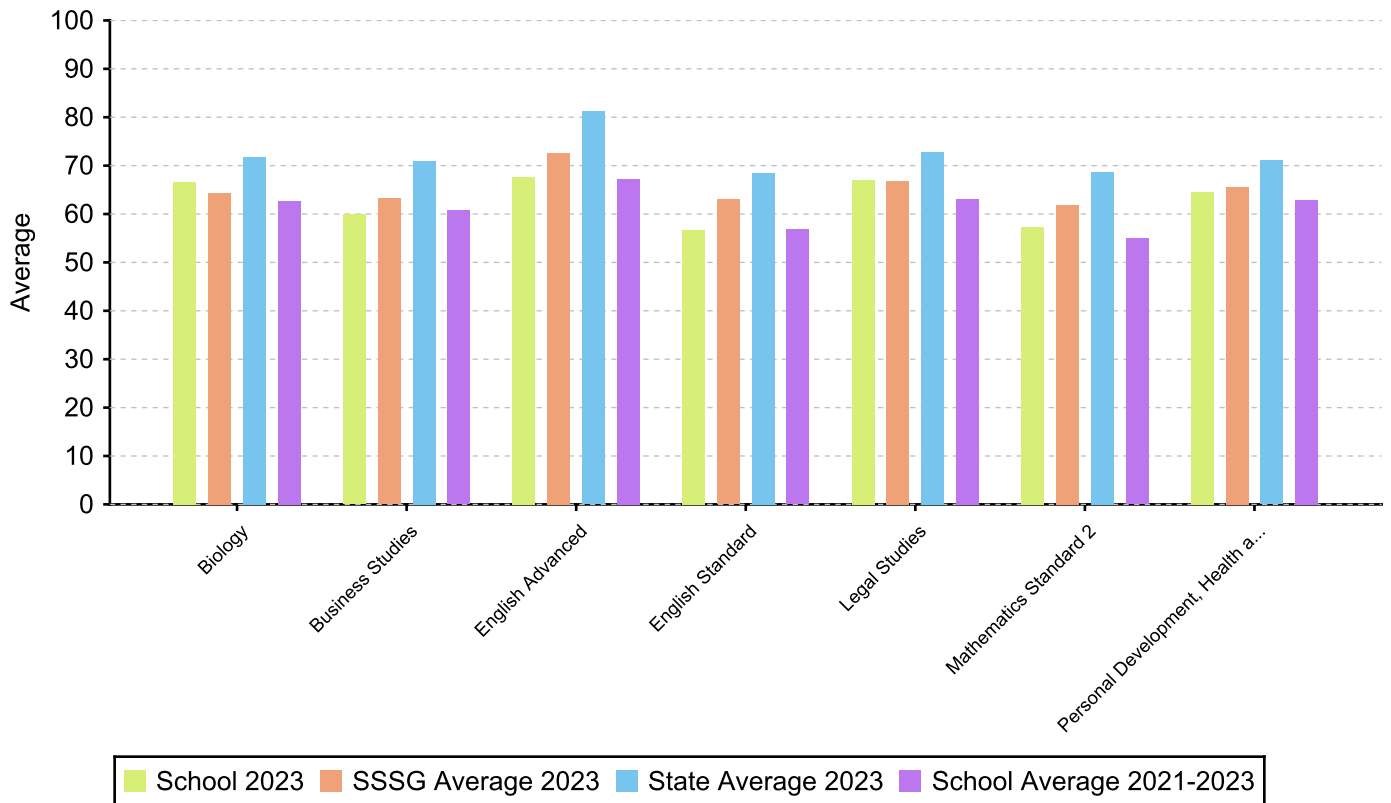
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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 2023	SSSG	State	School Average 2021-2023
Biology	66.6	64.4	71.8	62.7
Business Studies	59.9	63.2	70.9	60.7
English Advanced	67.7	72.7	81.2	67.3
English Standard	56.7	63.0	68.5	56.8
Legal Studies	67.0	66.8	72.9	63.1
Mathematics Standard 2	57.4	61.9	68.7	55.0
Personal Development, Health and Physical Education	64.6	65.6	71.0	62.9

Parent/caregiver, student, teacher satisfaction

South Grafton High School participated in the Tell Them from me survey in 2023. The school also used other means to seek feedback from parents, students and teachers. This included:

- Individual interviews with teachers
- student focus groups
- parent dialogue
- surveys

The focus was what the school did well and what the school could do to further improve.

Staff indicated a need to improve consistency. They also identified that caring for students is a strength of South Grafton High School. Students and parents also identified teachers caring for their students as a strength of the school.

In 2024 South Grafton High School will engage with the Tell Them from Me surveys.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.