Grafton High School
Annual School Report 2013
School context

Grafton High School is a large comprehensive school community, located on the traditional lands of the Bundjalung people on the North Coast of NSW. The school celebrated its centenary in 2012 as one of the first four public high schools established outside of Sydney and has a long standing reputation for academic, cultural and sporting achievement. The school’s purpose is to develop and promote a school community (students, staff and parents) working together to achieve excellence. Its aim is to provide quality teaching and learning in a caring environment. As a member of a strong local community of schools, Grafton High School offers an extensive curriculum featuring a large and diverse choice of subjects from Years 7 to 12, a well-resourced and locally supported vocational education program (Years 9 to 12), a support unit catering for students with disabilities and specialised support for learners of all abilities. The School’s selective classes commenced in 2010, with the school being the only semi-selective high school on the north coast of NSW. The selective class seeks to further challenge and support our Gifted and Talented students. Grafton High School provides an inclusive and supportive environment where respectful relationships are valued along with open and honest communication. At Grafton High School, all students are encouraged to take responsibility for their own learning and behaviour as they strive for excellence.

Principal’s message

After starting with some of the worst flooding seen in Grafton for some time, 2013 soon settled down to become another year of both hard work and continued improvement for Grafton High School. Amongst the many successes of the year, there were a number of more notable achievements.

Firstly, there was our academic success, highlighted by the achievement of Bethany-Kate Richmond (Year 12 – 2012), who was presented with the NSW Board of Studies Brother John Memorial Prize early in the year. This prestigious prize was awarded to only two students from across NSW. Bethany-Kate achieved outstanding HSC results, earning top bands in 4 subjects and second-top bands in all other subjects. In addition, Summer Jones (Year 12 – 2013) achieved top of the state in the HSC in Tourism.

Grafton High continued its record of success across a number of sporting areas in 2013. However, our greatest achievement was probably that we were able to finally complete construction of the High Performance Sport Centre, which will provide students with an outstanding sporting facility into the future. It needs to be recognised that this was only made possible through the hard work of Mr Hillery, Mr Lang and the P&C.

The year also saw the growth of our achievement in the Creative and Performing Arts. We yet again undertook the mammoth task of running a Community of Schools musical – “The Great Australian Rock Musical” and have also witnessed our school band and choir develop over the year. Our students were also again asked to perform at the Schools Spectacular in Sydney for Dance.

The school continued to undertake an ongoing program of improvement in 2013. We implemented changes to uniform following on from the uniform review undertaken in 2012. We continued to support Year 12 students through the Learning Loft, which has resulted in fewer students failing to complete their HSC. We upgraded Library computing facilities with the assistance of the Mens Shed and undertook a number of minor improvements in facilities across the school. We continued our commitment to the Grafton Community of Schools through our participation in a number of combined events, particularly in the Creative and Performing Arts. We also undertook a review of
our executive structures that has led to the merging of History and Geography into a single HSIE faculty and the re-establishment of a Creative and Performing Arts faculty, with changes to take place starting 2014.

At the end of 2013, we farewelled Ms Osborne, who transferred to a Sydney school, and Mrs Tom and Mrs McMillan, who both retired after very long and productive careers. All three will be greatly missed but I particularly need to acknowledge Mrs McMillan who, as Deputy Principal, has been an incredible asset to the school.

In such a transformative era, I am very excited to be Principal of Grafton High School and am confident that, regardless of what directions the school may take in the future, as always, our focus will remain on “Quality Teaching, Quality Learning in a Caring Environment”.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Peter South - Principal

P & C and/or School Council message

Most of the school’s P&C funds are raised through the school canteen and we would like to thank both Jenny Sneesby and Nolene Chevalley and their team of helpers (mostly parents) for all their hard work and efforts throughout the year. Big congratulations again as this year, canteen sales including uniforms has raised $40,000 towards P&C funding.

A range of students gained awards. We think the students all put in a fantastic effort and we hope to see them entering again next year. We had a range of sponsors for this event and would also like to again thank these sponsors: Clarence Valley Council, Westlawn Investments, Fay Boyd Fine Art School, Grafton Midday Rotary, GDSC, Frames Plus, Steve Cansdell & Cansdell Signs, Victoria’s Restaurant, Grafton Art Club, Bentleg Markets, Nextra Newsagency Shoppingworld, The Publishers Clearance Centre, Shoppingworld, Grafton Fast Photo, Harvey Norman Grafton, The Coffee Club, Cummings Electrical Grafton, Les &
Heather Weiley, I Scream, Daily Examiner, Clarence Valley Review, 2GF, The Book Warehouse and as well as a number of individuals. Thanks must also go to those parents and teachers who helped with this P & C event.

I would also like to thank the entire P&C Association for their support throughout the year and especially the executive for their dedication. This year saw the retirement of our long standing Vice President and Past President, Don Morgan. We wish Don well in his future endeavours and thank him for his outstanding achievement with the P&C over those years, such as helping to reform the canteen processes to help make it profitable, 2012 Centenary Celebrations and also the significant fundraising towards the indoor sports centre over many years.

We are in need of fresh new faces to join our group on the P&C Association. So if you are interested in joining us, our meetings are held from 7 pm on the 4th Thursday of each month in the staff common room at the school. Contact the school office or any P&C member for more information or just come along, you’ll be more than welcome.

Richard Green – Grafton High School Parents & Citizens Association President

Student representative’s message

2013 was a fantastic year for the Grafton High School Student Representative Council. With the election of new Prefects and School Captains came a great contribution of energy and ideas. We kicked off the year with the finalisation of the SRC constitution and election of new Senior Prefect roles in an SRC day with all SRC members and coordinators present. From there, we planned the rest of the year.

Our first main objective for the year was the school’s Swimming Carnival. The SRC played a larger role in the carnival this year, running novelty events and encouraging students to participate. We also ran a successful sausage sizzle as well. Directly following the carnival was our first disco for the year. The disco was a huge success, with the student body dressing up as their favourite fairy tale character and the SRC raising some much needed funds.

With the success of the carnival and disco under our belts, we launched head first into ANZAC Day. With a large turnout of students to the march in the main street, our Captain – David Bruton-Durox – giving a beautifully orated speech for the community, and our junior SRC representatives holding a formal assembly at school with a special appearance from the Grafton Cadets.

From there, it was a whirlwind of discos, fundraising, and SRC meetings. We started on a major project of reducing bullying and violence in the school, which we are now finalising in 2014 and we supported and helped raise awareness of the school’s new PBL (Positive Behaviour for Learning) program. The SRC also assisted in many assemblies throughout the year including ANZAC Day, Remembrance Day, Year 6 to 7 transition and, for the first time, the Year 12 Formal and Year 12 Farewell Assembly.

Throughout the year, the SRC worked as a whole unit. All jobs were shared equally amongst all members. The prefects stepped up and acted as real leaders, organising new shields for the Swimming and Athletics Carnival and assisting the younger students of the school, whilst still achieving fantastic results in their HSC. In November, David Bruton-Durox and Reuben Grantley-Davis had the opportunity to travel to Sydney to meet Her Excellency Professor Marie Bashir AC CVO, the Governor of NSW. They were given an insight into how the parliamentary system works in the upper and lower houses and had the opportunity to network with other School Captains from around the district and state.
Some of the other activities the SRC was involved with; fantastic fundraisers including cupcake days, hot noodle days and discos, supporting charities like the World’s Greatest Shave for a Cure, with our own Noah Reardon and Zak Masters shaving their heads for cancer, running of the Breakfast Club at the school and working together as a cohesive group.

All in all, it was a productive and amazing year with the SRC. We look forward to 2014.

Mr Kyle Strano and Miss Jessica Allibon – SRC Coordinators

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Overall, student enrolment in 2013 was slightly increased from 2012.

Student attendance profile

Overall, average student attendance rates increased slightly from 2012. Average student attendance rates for 2013 were comparable with rates for the North Coast and below the state.

Management of non-attendance

Systems have been put in place to routinely contact parents when students have unexplained absences. SMS messaging is used to notify all parents of unexplained student absence each day. This has resulted in greater contact back to the school to explain absences as well as the quick identification of any errors in attendance monitoring. Attendance is also included in all academic reports.

Student attendance is managed as a student welfare issue. Year Advisers and the Head Teachers (Student Welfare) follow up with individual students and provide appropriate support. Referrals are also made to the Home School Liaison Officer where necessary. A number of welfare programs are used to assist this process.

Post-school destinations

Of the 89 students who completed their HSC in 2013, 49% received University offers, 22% of
these students chose to defer their offer. Approximately 11% enrolled in full-time TAFE. 42% of students have gained employment full-time (20%), part-time (14%) and/or an apprenticeship/traineeship (8%).

**Year 12 students undertaking vocational or trade training**

In 2013, 14 students completed a vocational course at Grafton High School and 22 students completed a vocational course through TAFE. This equates to approximately 38% of students completing vocational or trade training.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

Of the 104 students enrolled in Year 12 at the start of 2013, 89 (86%) met requirements for the award of the Higher School Certificate. In addition, two students elected to undertake their HSC over more than one year and are back in 2014 to complete their studies.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>11</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At Grafton High School, a full time Aboriginal Education Officer provides additional support for our Indigenous students. As a result of participation in an affirmative action program, the school has an Aboriginal person employed as a full time member of the administration team. In addition, a number of Indigenous persons were employed as tutors on a temporary basis as part of the Norta Norta program to support Indigenous students. An additional Aboriginal person was employed as a para-professional as part of the Federal Government’s “Write it Write” focus schools program to support student literacy.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

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<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Canteen</td>
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<td>Total income</td>
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<table>
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<tr>
<th>Expenditure</th>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Balance carried forward</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013
Grafton High School strives to challenge students to excel across a broad range of curriculum areas as well as through extra-curricular activities.

Academic achievements

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 7 - Numeracy

- **Percentage in bands:**
  - Year 7 Numeracy

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

- **Percentage in bands:**
  - Year 9 Reading
  - Year 9 Writing
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
2013 was another big year for Creative and Performing Arts at Grafton High School. There were a number of ventures undertaken throughout the year to give the students extension programs and opportunities to let their skills flourish.

This year’s musical was ‘The Great Australian Rock Musical.’ The show featured a strong cast of 70 plus students from a number of schools in the Grafton Community of Schools. Set designs and production were carried out by the school’s Art department. The show was a huge success and all students and staff involved enjoyed themselves immensely.

The School Band enjoyed another huge year. The band welcomed a number of new members and worked hard over the year developing their sound as a group and as individual performers. The band participated in a number of performances throughout the year. These included performances on assembly, during Jacaranda Thursday celebrations and the Shelia Mears award at the Grafton Regional Gallery. The band continues to go from strength to strength.
Our recently reformed choir have worked hard to get performance-ready and this has seen them participate in a number of performances, often performing alongside and with the school band. The choir was also involved in performances for the combined schools choir.

The Music, Dance and Drama departments combined to hold a HSC performance night. This was a great opportunity for HSC students to showcase their works form the practical performances. The night was enjoyed by all students who took part and they were glad to have the chance to present their complete body of works before their final performances for HSC markers.

Battle of the Bands was held again this year and went off with a bang. A number of acts entered into the battle and all delivered exceptional performances. The judging panel this year consisted of the graduating senior class. We would like to say a very big thank you to Buckleys Music for their generous donation of prizes!

The Drama department was kept very busy this year with a number of performances and workshops throughout the year. Students taking Drama this year were given opportunities to further their skills with workshops in Street Theatre as well as a workshop provided by Belvoir Street Theatre.

Students were also able to work on their performance skills this year through a number of performances. These included the school variety night, The Welcome to Wonderland event held in the MPC as well as celebrations in main street for Crazy Day. The senior class were also involved in the school anti-bullying forum. This involved students creating a piece of theatre centred on bullying and its effects in school situations. This was well executed and received.

Grafton High School again hosted the opening of the Grafton Community of Schools Art Exhibition at the Grafton Regional Gallery in conjunction with the Sheila Mears Awards for Literature. A range of Visual Arts, Photography and Textiles student works were exhibited from Grafton High School.

Tiana Johnston and Kailyn Marsh designed the label for the new release Coolana Water bottles at the GHS Canteen, with Grafton and the Clarence River as the inspiration for their design. The new bottle was released for the start of the school year in 2014.

Students were also involved in numerous dance activities in 2013. These included the senior class partaking in the HSC showcase night and Variety night. Dance students also participated in the Schools Spectacular again this year. Dance students were also able to participate in the Central Network Dance Festival. This allowed students the opportunity to work with other Dance students in the area and perform their own works. The Bangarra Dance workshop was on offer again for Dance students.
Literature

The Sheila Mears Memorial Prize is awarded each year for an outstanding piece of Art or Literature and is open to Year 11 and 12 students of Grafton High School. The award is presented by Dr. Peter Mears in memory of the late Sheila Mears, a woman who was passionate about promoting art and literature within the Clarence Valley. Submissions could include either a narrative, collection of poetry or exposition.

The 2013 Prize was awarded at the Clarence Valley Regional Art Gallery, where many teachers, parents and members of the community came together to hear excerpts of submitted works, as read by the student authors. Georgia Patterson was the recipient of the 2013 award for her excellent short story, with Megan Dunk being highly commended on her writing.

Sport

Grafton High School has an exceptional record in North Coast sport and is arguably one of the strongest sporting schools in the State.

2013 was a very successful year for our school rowing team. At the Combined High Schools regatta, Sarah Kitcher and Georgia Philp won bronze in the Championship Women’s Double Scull and gold in the Championship Women’s Pair. Sarah Kitcher also received a bronze medal for the Championship Women’s Single Scull. Ritchie Daniel was awarded the trophy for ‘The Most Outstanding Male Rower’ at the regatta after winning in the Men’s Under 16’s Single Scull and the Men’s Under 17’s Double Scull with Chris Landenberger. Chris Landenberger, Ritchie Daniel, Ryan Moore and Callum O’Loughlin took out the Men’s Under 17’s Quad Scull.

In Hockey, the girls’ team received a highly commendable 8th place in NSW, while the boys achieved a highly respected 4th place. With close to 150 entries across the state in each of the boys’ and the girls’ competitions, these are great results. Of particular note was the performance of Jacob Purser, who was selected for the NSW Combined High Schools team.

In squash, both the boys’ and girls’ Squash teams came third in the state. Clair McKean and Nick Harris were both selected for the NSW Combined High Schools team. Unfortunately, Nick had to decline his selection, due to HSC commitments.

In addition, the girls’ Under 14 Cricket team were North Coast Champions for 2013. While in Netball, the Open Girls made it to round 4 and the 15’s Girls made it to round 5 (Regional Final). Both of these were State Knockout Competitions. In the Daily Examiner Competition, all three teams (7/8, 9/10 & Opens) were finalists with the 9/10 team winning the event.

Debating and Public Speaking

2013 again saw an increase in those interested in debating with five teams competing in The Premiers Debating Challenge - two junior, two intermediate and one senior team.

The senior team of Kurt Bloomer, Ryan Watsford, David Bruton-Duroux, Alannah Moar, and Talissa Sparrow kept the competition interesting but, unfortunately, failed to go past the initial rounds.

The Intermediate debates finished at the end of Term two with the Year Ten team winning their Zone Competition. The Year Nine team offered
some good debating and displayed some creative thinking with their rebuttals but sadly went down to the more experienced Year Ten team.

The Year Seven and Year Eight teams had mixed results but all debates were very close and showed the skill of all the individuals who competed.

This year, we had only one student compete in the Lions Youth of the Year Public speaking Competition. Kurt Bloomer won the impromptu section moving on to the next round of competition in 2014.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal and Torres Strait Islander students were involved in a number of challenging and worthwhile programs aimed at enhancing their learning opportunities. These have included:

- Norta Norta in-class tuition for Years 8 and 10
- Norta Norta individual tuition was delivered to senior students by a team of qualified subject-specific tutors.
- Tyarn O’Driscoll (Yr 11) and David Bruton-Duroux (Yr 12) were selected to participate in the WEX Learn Earn Legend work experience with government program in Canberra. As a direct result, David is now studying Politics and International Relations at the University of Canberra.
- The AIME (Australian Indigenous Mentoring Experience) program continued to build links between Yr 9, 10, 11 and 12 students and Southern Cross University. The program aims to give students the skills, opportunities, belief and confidence to finish school and aspire to further education.
- The Indigenous Student Homework Centre operated after school. Developed for senior students, to assist them with assessment tasks and any in class information on concepts they may miss in class, this has now been extended to the junior school as well.
- The Bike Program: This program was run in conjunction with Grafton Police, Police Liaison Officers, as well as the local Men’s Group run out of the Ngerrie Lands council. Students took apart and rebuilt bikes, working with members from the local Aboriginal communities.
- A Senior Indigenous Student Forum using the expertise of Youth Directions focusing on study techniques, time management etc.
- NAIDOC Week celebrations, Sorry Day
- Close The Gap: Anti-smoking campaign one day workshop held in Yamba. Footballers from the Titans attended and students participated in workshops on the dangers of smoking. A healthy lunch was provided and students participated in Traditional games.
- Close The Gap: Hip-Hop program run both in and outside of school hours for all schools in the Clarence Valley. These programs were all run at Grafton High School and involved healthy eating and exercise through dance. Students then created their own dances related to bad health because of smoking.
- Sistaspeak: A girl’s only program run at the school where students learned about resume writing, networking, personal grooming, hygiene, healthy living/lifestyle as well as techniques in listening and observing. Students participated in job interviews and developed skills aimed at getting a job, self-awareness as well as self-promotion.
- Nathan Blacklock, former professional NRL player, visited the school and ran a number of different workshops with students.
- Build Program, Stronger Smarter Fitter and Music Programs were introduced to interested junior students to develop skills and talents and promote a healthy active lifestyle.
- PACE funded community programs: We started this program a little later in the year; however, it was a huge success, starting with a morning tea/barbeque with parents, community members and students as well as School staff and DEEWR workers in attendance. As a result of this, parents requested computer lessons for adults, with students acting as “learning partners”. The program was presented by Mr South and Mr Moar during Term 4 in the school library.

In addition, the school was involved in ongoing consultation in the creation of Stage 1 of the Three Mobs One River Aboriginal Learning Kit.
Four non-indigenous staff members also participated in the Connecting to Country program, run by the local AECG.

**Multicultural education**

Multicultural education has occurred through a number of specific curriculum focus areas:

**LOTE (Languages other than English)**

In the mandatory Year 7 LOTE program, students gain a cultural understanding through learning French and Japanese. They also look at Aboriginal Perspectives in Language and discuss the similarities and differences between these languages and English. In Year 8, the students study either French or Japanese for the entire year where they are exposed to various cultural aspects of that country. The students’ cultural understanding is further developed through the elective courses in Years 9-12.

**Cultural Discoveries**

This elective Year 9 and 10 subject was studied in 2013 and helps students develop an understanding of the complexity and diversity of cultures as well as an appreciation of the traditional and religious beliefs associated with these cultures.

**Lifestyle Studies**

This HSC course actively involves students in learning and understanding the important cultural issues that are topical in our society. The students are given the opportunity to contribute their opinions on contemporary issues from a position of knowledge, in order to develop the skills to recognise and challenge cultural stereotyping.

In addition, during the July school holidays a group of 15 History students, staff and parents embarked on a 12 day excursion to Cambodia/Vietnam. Students toured a number of historically and culturally significant cities and sights. The trip included a visit to a local school where students presented gifts to the children. The trip was such a great success that we intend to make it a biannual event and organisation has already begun for the 2015 trip.

**National partnerships and significant Commonwealth initiatives**

**Empowering Local Schools National Partnership**

In 2013, Grafton High School continued its participation in the Empowering Local School National Partnership as one of 229 schools from across NSW. The school focus area for this initiative was *Finance and Infrastructure*.

A total of $50,000 was allocated under this program. All funds were expended by the deadline of July, 2013. Funding was expended on the following initiatives:

- Professional learning and support for school administrative staff in implementation of new state-wide finance software and processes (note that these funds were effectively carried over due to a state-wide delay in the implementation of this software and systems)
- The remainder of funding was expended on the upgrading of infrastructure within the school to support student learning. This included:
  - Significant upgrade of school computer network infrastructure, including improving computer access in the library as a shared learning space and providing computer access to senior students through the school “Learning Loft” initiative.
• Purchase of additional library books and resources to support students and in particular senior students.
• Introduction of I-pads for moderately to severely intellectually disabled students within the school’s support unit.
• Installation of blinds on windows in a number of classrooms
• Upgrading of a number of other teaching resources across a range of curriculum areas including Science and Agriculture, Music, TAS and PDHPE.

Investing in Focus Schools Initiative
Grafton High School participated in the Investing in Focus Schools initiative: Write it Right! Teach Successful Writing. The focus of the program was to empower Aboriginal learners through specific literacy strategies, as well focusing on student engagement. The program allowed Aboriginal students in Years 7 and 8 to be involved in a number of engaging learning activities throughout 2013.

Bernadette Basset was employed part time as a Write it Right support officer to develop Personalised Learning Plans for all Years 7 and 8 Aboriginal students. She was also able to work one on one with students to develop literacy strategies to engage and develop their skills. Tracey Patterson, a staff member in the English Faculty, ran writing workshops to engage and develop students’ writing style.

As part of the program, Years 7 and 8 students were taken to Yarrawarra Cultural Centre where they enjoyed a variety of activities including bush walks and painting.

The program has been highly successful and has been able to be continued into 2014.

Improving Literacy and Numeracy National Partnership
Under a federally funded grant the school has received for both 2013 and 2014, we have undertaken a number of student-targeted and teacher-orientated programs to enhance our ability to teach literacy in the classroom and, in turn, improve the overall literacy levels of our students.

Some of the literacy initiatives that occurred at Grafton High School in 2013 were:
• Testing and retesting our target group in Year 7 for comprehension ability
• “Focus on Reading” professional development
• “Writing reports” professional development
• “Prioritising Grammar” professional development
• Cross curricula teaching training and support in the implementation of literacy initiatives
• Writing new programs or revamping teaching resources with a heavy leaning towards literacy outcomes
• Media/Technology literacy program developed
• Construction of a Year 7 literacy class and planning for extensive aide support in 2014
• Purchasing of quality literacy resources

Funding for this program was supplied mid-way through 2013 and is expected to continue into 2014.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• School-wide evaluations using the educational Support Team model
• Surveys of students, staff and parents
• Collection and analysis of state and national testing data including NAPLAN, ESSA and HSC results
**School planning 2012—2014: progress in 2013**

**School priority 1**  
Curriculum and Assessment  

**Outcomes from 2012–2014**  
All teaching programs, assessment and reporting practice consistently meet the needs of all students.

**Evidence of progress towards outcomes in 2013:**

- Full implementation of a reporting review, resulting in reports that address needs identified by staff, students and parents and also meet DEC and BOS standards.
- Professional learning on rich assessment tasks and the construction of rubrics has resulted in improved standard of tasks in focus area of Year 9.
- Stage 4 programs submitted as part of TARS and EARS process and reviewed against recommended standards from BOS and DEC. New Australian Curriculum programs developed using the programming tool to meet minimum standards.

**Strategies to achieve these outcomes in 2014**

- Development of consistent assessment processes and assessment schedules for all students across all years.
- Focus on rich assessment through Improving Professional Practice (IPP) program in Year 7 and Rich Assessment Across Faculties (RAAF) program with select class.
- Focus on Stage 6 teaching programs as part of TARS and EARS process.

**School priority 2**  
Engagement and Attainment  

**Outcomes from 2012–2014**  
All students are engaged in a broad and differentiated curriculum that maximises their achievement through the use of quality teaching.

**Evidence of progress towards outcomes in 2013:**

- Increase in diversity of senior curriculum offering and increase in students undertaking alternate pathways including TAFE Vocational study.
- Increased number of support unit students accessing mainstream classes.
- Increased use of rubrics and scaffolding to assist a range of students in accessing common assessment tasks.

**Strategies to achieve these outcomes in 2014:**

- Restructure of learning support team and processes. Team to focus on differentiation of curriculum and adjustments for students with disability in line with state and federal requirements/priorities.
- Implement revised merit and recognition procedures resulting from recommendations of review of merit system.
- IPP and RAAF programs focusing on quality teaching through collegial professional learning and lesson study.
- Implement mentoring and support program for Year 11 Selective Class students.

**School priority 3**  
Literacy and Numeracy  

**Outcomes from 2012–2014**  
Individual growth in the development of literacy and numeracy skills is maximised so that all students can achieve their potential.

**Evidence of progress towards outcomes in 2013:**

- Cross-KLA stage team formed and all year 7 students assessed against literacy
continuum. Staff trained in literacy strategies and planning.

- All Year 7 Aboriginal students and families engaged in Personalised Learning Planning (PLP) process and a plan developed for all students focused on literacy outcomes.
- All Maths staff trained in the implementation of Dejhuti Maths program, focusing on the development of fundamental numeracy skills in the classroom.

**Strategies to achieve these outcomes in 2014:**

- Establish Year 7 literacy class and support for teachers in implementing a targeted reading program across the curriculum as part of the Improving Literacy and Numeracy National Partnership.
- Increase in number of students involved in MultiLit program. Improved targeted student skill development and engagement.
- Promote literacy in all KLA’s through monthly focus supported by classroom initiatives and resources.
- Continued teacher professional development.

**School priority 4**

**Outcomes from 2012–2014**

Through improved attendance at school, all Aboriginal students are able to engage in meaningful learning experiences to maximise their achievement.

**Evidence of progress towards outcomes in 2013:**

- Improved task completion rates and improved academic results for Aboriginal students.
- Increased engagement of Indigenous families through school and CVIEF programs and through PACE funding initiatives.
- Two students successful in gaining placement in targeted Aboriginal school-based traineeship program.

**Strategies to achieve these outcomes in 2014:**

- Utilise the “3 Mobs – One River” Aboriginal Learning kit in classrooms to ensure that lessons are culturally rich and relevant.
- Extend employment of Aboriginal tutor as part of “Investing in our Focus Schools” – “Write it Right” program
- Whole school focus on attendance, with a particular focus on appropriate and relevant ways of recognising and promoting good attendance.

**School priority 5**

**Leadership and Management**

**Outcomes from 2012–2014**

Increase the leadership capacity and density of staff at all levels.

**Evidence of progress towards outcomes in 2013:**

- Implementation of 2IC positions for Year Advisers and Head Teachers leading to an increased leadership profile within the school for a number of staff.
- EARS process now incorporates GROWTH coaching and the development of personal plans for all executive staff.

**Strategies to achieve these outcomes in 2014:**

- Implement revised teacher induction program
- IPP and RAAF programs to focus on staff taking the lead in reflecting on and sharing practice.
- Development of a process for the creation of personal professional learning plans, utilising the GRWOTH coaching model.

**Professional learning**

Through school development days, collegial leadership groups, faculty groups and individual mentoring, all teaching staff participated in training and development activities focused on quality teaching in the classroom. Features of professional learning in 2013 included shared development activities with all staff from our community of schools and days conducted across
All staff received training in Occupational Health and Safety, Child Protection Procedures and the Staff Code of Conduct. Staff also received training on Anaphylaxis and associated first aid procedure, including the use of epi-pens.

In 2013, schools were permitted to have a second school development day in Term 2 in preparation for the implementation of the Australian Curriculum. On the first of these days, staff attended combined Key Learning Area days at different schools, focused on the Australian curriculum. The second day had a further focus for Maths, English, History and Science who all had combined professional learning and programming activities centred on the new curriculum. The focus of the remainder of professional learning for the year was on “Assessment for Learning”. Special professional learning staff meetings were also introduced, with a minimum of one after-school meeting per term. The focus of these meetings was on student assessment and quality teaching, with staff working in cross-faculty groups, sharing and reflecting on their assessment practices.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Grafton High School took part in a pilot of the “Tell Them From Me” student survey. The survey provided us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them.

The survey was completed on-line and is run by an independent research company, The Learning Bar, which specialises in school-based surveys.

Some simple graphs from this survey relating to student satisfaction are presented below. The graphs illustrate the satisfaction of Grafton High school students using a green bar. The horizontal orange bar represents the state average. It should be noted that on all these questions/criteria the school rated within the range of being at state average.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter South – Principal
Daniel Moar – Deputy Principal
Jo Mellefont – HT English

School contact information

Grafton High School
97 Mary Street
Grafton NSW 2460
Ph: 02 6642 3355
Fax: 02 6642 3184
Email: grafton-h.school@det.nsw.edu.au
Web: www.grafton-h.schools.nsw.edu.au
School Code: 8117

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: