Our school at a glance

Students
Overall student enrolment in 2012 was decreased by 16 students from 2011. Enrolment trends would seem to indicate a gradual reduction in enrolments, though years 7 – 10 enrolments were higher than the previous year. These trends appear to be replicated in other large secondary schools in the Grafton area and may be due to demographic trends. Data would indicate that the bulk of students who leave the school are leaving the area entirely and very few leave the school to enrol at another school in the area.

Student attendance rates are slightly above region and slightly below state averages. Retention rates from School Certificate (Year 10) to HSC are slightly below region and state averages.

Staff
The school had an entitlement of 68.6 teaching positions and 16.972 non-teaching positions in 2012. All teaching staff meet the professional requirements for teaching in NSW public schools and regularly participate in professional learning activities. In 2012 the overall enrolment for the school dropped beneath the figure required to retain 11 Head Teachers and this has resulted in one of the school’s Head Teacher Welfare positions being placed on review. If enrolment trends continue then this position will be removed from the school’s staffing entitlement in 2014.

Significant programs and initiatives
2012 saw the school celebrate it’s centenary, with celebrations held over the Easter long weekend. The school also participated in the North Coast region “Attendance Snapshot”, reviewing student attendance data and developing plans of action. A major evaluation of the school academic reporting system was also undertaken, with changes to be implemented in 2013. The school also participated in the Empowering Local Schools National Partnership as one of 229 schools from across NSW.

Student achievement in 2012
NAPLAN Year 7
The average scores for year 7 NAPLAN in all aspects of Literacy and Numeracy were well above the average for similar school groups and slightly below state average.

NAPLAN Year 9
The average scores for year 9 NAPLAN in all aspects of Literacy and Numeracy were above the average for similar school groups and below state average.

ESSA
In 2012, the mean performance of students was slightly below the mean for the rest of the North Coast and the state. There was an increase in the percentage of students in the bottom three of six levels when compared to 2011. The percentage of students in the top two levels was only slightly decreased from 2011.

Higher School Certificate
Results for 2012 were generally consistent with previous years. Results for Ancient History, Community and Family Studies and Industrial Technology were within state average results. The percentage of students achieving in the top two performance bands in VET Primary Industries, PDHPE and Ancient History were slightly above state average. However, the average percentage of students achieving a band 5 or band 6 was 8%, which was well below state average. This decline will be the focus of further analysis and action in 2013.
Messages

Principal’s message

I have now had the privilege of being Principal at Grafton HS for almost two years and there have been many things about the school which have impressed me over this time. Of particular note this year was the participation of well in excess of a thousand people in our centenary celebrations.

During 2012 Grafton High School students, with the support and dedication of staff and parents, have achieved outstanding results in a variety of areas. We have participated in a number of public speaking events and debates with students such as Briony Moore representing the region in debating and David Bruton-Durox winning the Lions Club Youth of the Year for his public speaking and citizenship. Year 12 student - Bethany-Kate Richmond was awarded the title of Young Australian of the Year for the Clarence Valley as part of Australia Day celebrations.

Grafton High School’s tradition of sporting achievement continued in 2012, winning the NSW CHS championship in open boys and girls squash and girls tennis. A number of teams made it to state quarter and semi-finals in several sports and we have had several state and even national reps in many sports. Several students received regional “Blues” for sport and Year 12 student - Brittany Huxley was awarded the North Coast region Sportsperson of the Year and the Open Girls Tennis Team, of which she was a part, were awarded the Team of the Year.

This year also saw the combined Grafton and South Grafton High School musical, “Back to the 80’s”, performed in our school MPC with great success. This year the musical was conducted as a Grafton Community of Schools event, with students also participating from South Grafton, Grafton and Westlawn Primary schools.

Of course, all of these achievements are the result of the significant contributions of students and parents. But in particular, I would like to personally acknowledge the work of our fantastic teaching and non-teaching staff.

Grafton High School is a good school getting better and though our success has been great the future brings challenges and new directions, so we have continued to look at ways of improving our practice. We sought input from parents, students and staff in the review of our reporting policy, which will lead to improvements in 2013. We also undertook a major review of our school uniform and this will also be a focus of our work next year.

Next year will see us continue with our focus on improving support for senior students through enhancement of the already successful learning loft in the school library. Grafton High School will also enter a major stage in the implementation of the Positive Behaviour for Learning (PBL) program. Our motto for this program is “SHARE” – which reflects the values of Safety, Honesty, Acceptance, Responsibility and Effort.

Next year will also see a significant enhancement of resources with additional funding from our involvement in the Empowering Local Schools National Partnership and through the construction of the new High Performance Sport Centre, to be completed mid next year. The school has also applied for funding for the construction of a Trade Training Centre at the school next year. Collectively, these works will be
in the vicinity of almost $2,000,000 and represent a significant investment in the school.

Probably our biggest challenge going into 2013 will be in preparing for the implementation of the Australian Curriculum the following year. This will involve significant professional learning for teachers and a review of our teaching programs and assessment, with an ever present focus on quality teaching.

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 message

We, as the Grafton High School P & C Association are proud to reflect on the progress and achievements throughout the school over the last year.

The redevelopment of the canteen facilities has been carried out with a modern, clean area and electronic registers introduced. This is an enhanced environment for all of our school community.

The canteen, under the supervision of Jenny Sneesby and Nolene Chevalley has introduced several new ideas which have been readily accepted by the school community. This is a credit to them and the P & C are thankful to them for their efforts. I also must thank, Mr David Williams who has volunteered his time to maintain the book work/accounting for the canteen.

The hard work and effort of the Debutante Ball committee must be acknowledged as they staged a memorable event, with the 2012 event held in the MPC. All of the débutantes looked gorgeous and their partners very smart throughout the proceedings.

The School was 100 years old in 2012 and we are pleased to have been able to assist with funding for the soon to be started and long awaited High Performance Sports Centre as part of the commemoration of this event. The P & C has contributed $120,000 towards this project which will be for the benefit of not only the Grafton High School community but the community in general.

I must thank the entire P & C Association for their support throughout the year and especially the executive for their dedication.

We are in urgent need of fresh new faces to join our group on the P & C Association. This is a way of having your say in the school community and keeping up to date with the school community as a whole within a friendly group. Meetings are held 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.

Don Morgan, P&C President

Student representative’s message

Under the guidance of SRC Coordinator - Mrs Chivers, the SRC were busy throughout 2012. In particular, we had an SRC day, with all members in attendance, and discussed the constitution, team activities and fundraisers. We then reviewed and amended our constitution and formalised a number of prefect executive roles including treasurer, secretary, sports, fundraiser, social and publicity. The SRC also introduced a “Junior Captain” of the school - Jemma Clarke.

We funded travel costs of approximately $900 for our School Captains, Jake Slattery and Nichola Vlastaras, and SRC Coordinator Mrs Chivers, to go to Sydney to meet with the Governor of NSW – Her Excellency Professor Marie Bashir AC CVO.

We sent Reuben Grantley-Davis, Ane Coetzee, Georgia Woods and Zak Masters as school SRC Representatives to the district SRC during term 2.
Ane Coetzee was voted North Coast SRC Representative for the state SRC meeting.

Other activities undertaken by the SRC included:
- Disco each term
- Cupcake Days
- Swimming carnival fundraiser
- Athletics carnival fundraiser
- Donated money to Briony Moore, Nick Harris, Bill Whalan, Connor Vest and Ryan McCallum for State Representation.
- The SRC acquired the Green Frog Award from the environmental committee to allow a bigger student body to support the issue of reducing playground litter.

We finished 2012 with an end-of-year dinner with all members of SRC, Mrs Chivers, Miss Allibon and Mr Strano. The balance of the SRC account at the end of 2012 was $3,187.72.

Ethan Brown, SRC Secretary

School context

Student information

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

Student enrolment profile

Overall student enrolment in 2012 was only slightly decreased from 2011 and it would appear that this is due to a range of demographic trends in the Grafton area affecting all schools. It should be noted that year 10 in 2012 was significantly smaller than other year groups at only 137 students and as this year group moves through into senior years beyond 2012 this will impact on senior enrolment and enrolment overall.

Student attendance profile

Average student attendance rates for 2012 were slightly above rates for the North Coast and below the state. Attendance rates for year 7 are...
at state average, but rates decline relative to the state from year 8 through to year 10. Year 11 and 12 attendance rates are below state average but it should be noted that there has been an improvement against this trend in attendance rates in year 12 which could be attributed to initiatives to support year 12 students, such as the “Learning Loft”. Poor attendance data in year 11 may be partly attributed to local factors such as high unemployment. Under the legislation of the new school leaving age students without employment are required to stay at school until they are 17 years of age unless they have employment. In this context, the engagement of this group of students is a particular local issue impacting on attendance and academic performance which the school needs to continue to address.

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

With the new school leaving age of 17 the majority of students completing Year 10 in 2011 returned to continue enrolment at Grafton High School with a view to completing the Higher School Certificate.

Forty of our year 12 students received offers for entry to Southern Cross University in 2013 as part of the “STAR Entry Scheme”. Overall, of the 106 students who completed their HSC in 2012, 39% were offered university placements (of which 18% deferred their placement) and approximately 8% went on to TAFE and other training providers. The majority of the remainder of students (48%) have since gained either part time employment (26%), full time employment (11%) or an apprenticeship (11%). Two percent of students returned to school to redo their HSC.

Year 12 students undertaking vocational or trade training

In 2012, 25 students completed a vocational course at Grafton High School and 41 students completed a vocational course through TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 116 students enrolled in year 12 at the start of 2012, 106 (95%) met requirements for the award of the Higher School Certificate. In addition, 1 student elected to undertake their HSC over more than one year and is back in 2012 to complete their studies.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>51.8</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual Disabilities</td>
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<tr>
<td>Teacher Multi-categorical</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17.4</td>
</tr>
<tr>
<td>Total</td>
<td>91.5</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous 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 Educational Officer was employed through Schools in Partnership funding to support student attendance.

**Staff retention**

The retention rate of staff at Grafton High School remains high. In 2012 there were no teacher transfers and two teacher retirements.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>99</td>
</tr>
<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>626,624.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>699,803.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>479,163.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>408,622.30</td>
</tr>
<tr>
<td>Interest</td>
<td>30,274.43</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>42,309.82</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,660,172.94</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 80,636.38  |
| Excursions                | 144,152.88 |
| Extracurricular dissections| 215,496.30 |
| Library                   | 8,890.57   |
| Training & development    | 46,226.79  |
| Tied funds                | 683,738.06 |
| Casual relief teachers    | 248,635.23 |
| Administration & office   | 131,137.60 |
| School-operated canteen   | 0.00       |
| Utilities                 | 134,622.69 |
| Maintenance               | 41,883.58  |
| Trust accounts            | 39,150.00  |
| Capital programs          | 12,537.00  |
| **Total expenditure**     | 1,787,147.08 |
| **Balance carried forward**| 499,650.21 |

Included in tied funds is a grant from the NSW government to be matched by funds raised within the school community to construct a gym facility for use by PDHPE and sport programs.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

Grafton High School strives to challenge students to excel across a broad range of curriculum areas as well as through extra-curricular activities.

**Achievements**

**Arts**

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

Photography and works from Year 11 and 12 Visual Arts students were on display for selection in the prestigious Sheila Mears Awards for Visual Arts in 2012. Dr Peter Mears and family attended the opening of the joint exhibitions at the Grafton Regional Gallery where Dr Mears selected the photographic works ‘In the Frame’ (Krystal King) as the first place award winner, with Chantelle Dwyer and Brittany Huxley selected as runners up for their paintings.

The Music Department had a very busy semester 1, with the presentation of the Community of Schools Musical Production “Back to the 80’s”
Students and Staff from Grafton and South Grafton High, Grafton and South Grafton Primary and Westlawn Primary Schools were involved, and spent countless hours rehearsing and preparing for 5 performances of the show at the end of Term 2.

The music department was also involved in the presentation of songs for the School Centenary as well as performance items for presentation night and graduation ceremonies for Year 10 and Year 12.

Semester 2 saw lots of rehearsing from all years within the school for the “Night of Stars”, which was a display of talent from the Music, Dance and Drama students of the school. The night was a huge success with many talented students demonstrating an amazing depth of talent.

Our school was invited, along with other schools from Grafton, to perform a dance item at the NSW Schools Spectacular in Sydney. Year 11 student, Allana Harris, was one of only a handful of students from across the state selected to work with the prestigious Bangarra Aboriginal Dance Company. Allana participated in workshops and performed in Sydney and Victoria. She was awarded the Regional Directors Award for Excellence in a Cultural Program.

**Sport**

**Representative Sport**

Grafton High School has an exceptional record in North Coast sport and is arguably one of the strongest sporting schools in the State. The schools results in 2012 include:

**State Champions**
- Squash – Boys
- Squash – Girls
- Tennis – Girls (both CHS and NSW All Schools)

**North Coast Champions**
- Tennis - Girls

**Other Notable Results**
- Rugby Union – Boys 15: State Quarter Finalist
- Rugby League – Boys Open: North Coast Finalist and Daily Examiner Shield winner
- Cricket – Boys U14: North Coast Finalist
- Hockey – Boys Open: 5th in state
- Hockey – Girls Open: 7th in state

Additionally, we performed extremely well in a number of other sports, including futsal, netball, rowing, equestrian, swimming, athletics and cross country. A number of our students were selected as part of North Coast and State teams.

Given the success of our sporting teams it is no surprise that a number of students received North Coast Region CHS (Combined High Schools) sports awards, including:

**CHS Blue**
- Nicholas Harris and Moana Gray: Squash - selected in NSW CHS Squash teams
- Nathan Butterick: Hockey - selected in Australian All Schools team
• Rachel West won Silver in the State U19’s rowing quads

• Connor Vest and Billy Whalan: Rugby-selected in NSW CHS First XV Rugby teams. Connor Vest was also selected in the Combined States All-Schools Rugby team

CHS Honour Blue
• Brittany Huxley: Tennis

School Sport

Sport is a mandatory component of the School Certificate. It is not formally assessed, however, active participation is required. Years 9 and 10 participate in a common sporting program on Wednesday afternoons and years 7 and 8 participate in a scattered sport program. Each year 7 and 8 cohort is divided into two groups and each half of the year attends sport at different times during the week. This organisation makes best use of the teaching staff and the facilities. Each sport group has a specific sport program that takes into account student preferences, available facilities and the expertise of the staff.

Debating and Public Speaking

This year we again had four teams entered in the Premiers Debating Challenge, a senior team, a year 9/10 team and two junior teams. This is a state wide competition for public school students. All teams performed well with varying degrees of success.

A workshop for year 7-10 students was conducted by an experienced local adjudicator which was received very well. All the students put what they learnt from the workshop to good use.

Two Grafton High School students were also involved in the speaking competition conducted by the Grafton Lions Club. Rachel MacKenzie and David Bruton-Duroux competed in the event with our own School Captain, David Bruton-Duroux winning the event.

An excellent result from the Year 9/10 team competing in the Teasdale Cup saw the very experienced Grafton team of Abbie Smith, Jemma Clark, Briony Moore and Zac Masters win through to become Zone 3 winners putting them...
into the quarter finals. The team won through to the semi-finals of their competition being narrowly defeated by the Great Lakes Foster Campus. Five students were selected from those attending the camp in the North Coast Regional Debating Team. These students participated in the Junior State Debating Championships to be held at Women’s College, Sydney University in late November. Grafton High School student Briony Moore was selected in this team.

Academic

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.

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

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).

Reading – NAPLAN Year 7

Average performance in all aspects of literacy in year 7 was well above the performance for similar school groups and only slightly below average performance for the rest of the state. The percentage of students in the upper bands for reading was greater than similar school groups and only just below state for bands 8 and 9.

Numeracy – NAPLAN Year 7

Average performance in all aspects of numeracy in year 7 was well above the performance for similar school groups and only slightly below average performance for the rest of the state. The percentage of students in the upper bands was greater than similar school groups and was below state for bands 8 and 9.

Reading – NAPLAN Year 9
Average performance in all aspects of literacy, with the exception of writing, in year 9 was well above the performance for similar school groups and only slightly below average performance for the rest of the state. The percentage of students in the top two bands for reading was greater than similar school groups and only just below state.

**Numeracy – NAPLAN Year 9**

Average performance in all aspects of numeracy in year 9 was well above the performance for similar school groups and only slightly below average performance for the rest of the state. The percentage of students in the top two bands was greater than similar school groups and was below state.

**Higher School Certificate**

Results for 2012 were generally consistent with previous years. Average results for Ancient History, Community and Family Studies and Industrial Technology were within state average results. The percentage of students achieving in the top two performance bands in VET Primary Industries, PDHPE and Ancient History were slightly above state average. A number of subjects had less than 10 students and so these results cannot statistically be reported on against state results due to the small sample size.

The average percentage of students achieving a band 5 or band 6 was 8%, which was well below state average. This decline will be the focus of further analysis and action in 2013.
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 & 10.
- Norta Norta individual tuition was delivered to senior students by a team of qualified subject-specific tutors.
- The NRL Learn Earn Legend program provided the opportunity for six students to undertake a range of work experience and attend a State of Origin game in Sydney as well.
- Yarran Morrison (Year 11) was selected to participate in the WEX Learn Earn Legend work experience program at Parliament House in Canberra. This led to Yarran securing a place in the Australian Defence Forces.
- The Australian Indigenous Mentoring Experience (AIME) program established links between Yr 9, 10 & 11 students and mentors from Southern Cross University. The program aims to give students the skills, opportunities, belief and confidence to finish school.
- Participated in the Ambassador Program.
- Naidoc Week Celebrations with the Community of Schools opening ceremony held at Grafton High School.
- I-shine program for Year 9 focusing on pre-employment skills.
- Various hands-on career taster opportunities through the Fresh Start initiative.
- Deadly Days, V-Tracks and numerous other programs.

Local community members were involved in the school through:

- A community gathering held at the school to allow parents/carers to meet staff
- Aboriginal Studies student projects brought community members and agencies into the school for a community forum and took students on an excursion to Nimbin Rocks.
- Students participated in a youth forum at the Grafton Community Centre
- Dean Widders, former professional NRL player, visited the school and ran a number of workshops with students.

In addition, the school was involved in ongoing consultation in the creation of Stage 1 of the Three Mobs One River Aboriginal Learning Kit.

Five non-indigenous staff members participated in the Connecting to Country program and all teaching and non-teaching staff attended a local cultural tour to raise their awareness of local Aboriginal culture.

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 2012 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.

National partnership programs

The school participated in the Empowering Local Schools National Partnership in 2012. This program involves schools having greater local governance and decision making. The school will be continuing on with this program in 2013.

Progress on 2012 targets

At the end of 2011 the school planning committee evaluated the existing school plan and developed a new school plan for the period 2012 – 2014. This new plan was developed to address key areas of need identified through analysis of performance data from a number of sources. Progress on the key targets from this plan is outlined below.

Target 1

Increase in the percentage of teachers who indicate on the “Quality Teaching Staff Survey” that they “mostly” or “always” demonstrate quality teaching practice from 73% to 77%

Whilst there was a marked improvement in data, this target was not met. The actual average percentage of teachers indicating that they mostly or always demonstrate quality teaching practice was 75% and so the baseline for the 2013 target has been adjusted accordingly and this will be a priority for 2013.

Target 2

Increase the percentage of HSC courses performing at or above state average from 47% to 59%

Whilst there were some pleasing results in some subjects, this target was not met. The actual percentage of HSC courses performing above state average was only 15% and so the baseline for the 2013 target has been adjusted accordingly and this will be a priority for 2013.

Target 3

Increase the percentage of students who achieve a band 5 or 6 in the HSC from 18% to 21%.

Whilst there were some outstanding individual student results, this target was not met. The actual average percentage of students achieving in the top two bands was only 8% and so the baseline for the 2013 target has been adjusted accordingly and this will be a priority for 2013.

Target 4

Increase the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Grammar and Punctuation from 34% to 39%

This target was met and exceeded. The proportion of students achieving greater than expected growth was 44% and so future targets have been adjusted accordingly. It should be noted that variations between different cohorts may impact on progress against this target but the performance achieved was beyond any expected fluctuation from cohort to cohort.

Target 5

Increase the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Numeracy from 41% to 45%

This target was met and exceeded. The proportion of students achieving greater than expected growth was 48% and so future targets have been adjusted accordingly. It should be noted that variations between different cohorts may impact on progress against this target but the performance achieved was beyond any expected fluctuation from cohort to cohort.

Target 6

Increase the percentage of Aboriginal students with greater than 85% attendance from 24% to 32%

This target was met and exceeded. The proportion of Aboriginal students with greater
than 85% rose to 38% and so future targets have been adjusted accordingly. Our success can be partially attributed to the breadth of programs already mentioned in this report to support Aboriginal students, including the employment of an additional Aboriginal Education Officer to focus on student attendance.

**Target 7**

**Increase in the percentage of teachers who indicate on the “Leadership Development Questionnaire” that they “usually” or “always” demonstrate key leadership capabilities from 73% to 77%**

Whilst there was a marked improvement in data, this target was only just short of being met. The actual average percentage of teachers indicating that they usually or always demonstrate key leadership capabilities was 76% and so the baseline for the 2013 target has been adjusted accordingly and this will be a priority for 2013.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan.

**Reporting**

In August of 2012 an Education Support Team evaluation of Grafton High School’s reporting processes was conducted. This involved a team of three teachers from Grafton High, one teacher from South Grafton High and a parent representative. An extensive report was produced which is presented in summary form below.

**Background**

The evaluation was conducted partly as a response to one of the recommendations of the 2011 school program review that a more appropriate system should be developed for determining levels of achievement in student assessments and reports. It was also designed to determine the efficiency of the school’s reporting processes.

The terms of reference for the evaluation were to review, report on and make recommendations about:

- The reporting format at Grafton High School and its compliance with DEC (Department of Education and Communities) policy standards
- The process involved in the preparation and distribution of reports

**Findings and conclusions**

The review team found that:

- While the “fuel gauge” is widely understood by all stakeholders, confusion exists about the scale showing the percentage of students achieving A – E grades.
- Inconsistencies exist across and within some faculties between the mark and grade awarded to students.
- The course performance outcomes in some subjects did not always relate to a student’s mark.
- While many teachers use their comments to indicate strengths and areas for improvement, there are still too many personal comments on the behaviour and personality of the students.
- While some parents and teachers interviewed expressed a concern about reporting on SRE and Thinking Skills, there was insufficient data to draw a firm conclusion.
- The majority of teachers believe the Year Adviser comment increased the workload and greatly contributed to the time constraints of the reporting cycle.
- The Year 11 and 12 reports are extremely time consuming to collate and the use of the 1 – 4 scale to grade students does not reflect DEC reporting policy.
- The presence of the interim report homework column is a major concern for stakeholders because there is not a common agreement about what homework constitutes.
- The lack of consistency between the descriptors used for the five grades in the interim and mid-course reports is also a problem.
- While the current SM report format can be adapted to report on Life Skills students in mainstream classes, it does not suit the
requirements for reporting on Support Unit students.

- The reporting timeline is not efficient or manageable because of the reduction in available SASS time and the problems with the correct entry of student data and course outcomes.

- While a significant number of teachers favour the buddy checking system for proof reading reports, the process needs refining at faculty level.

- More than two thirds of parents surveyed wanted the Term 1 and 3 interim reports to continue but only 20% of teachers supported the continuation of the Term 3 interim report.

- The issuing of reports close to or after the date for parent teacher interviews was a major concern for both teachers and parents.

**Future directions**

Review team recommendations:

- That a team, led by the Head Teacher Teaching and Learning, develops professional learning activities to support the ongoing understanding and development of teachers’ ability to report on student achievement against state wide syllabus standards.

- That faculties and the executive work collaboratively to review the Course Performance outcomes so that these more accurately reflect what students have been assessed on. These outcomes must be directly related to the assessment tasks upon which the final mark is based.

- That all teachers ensure the report comments they write focus on learning and progress, rather than on making judgements of the student.

- That the executive team re-evaluates the number of subjects reported on in Years 7-10 in line with DEC Policy Standards to report on the eight key learning areas.

- That the reporting committee, in consultation with staff, redesigns the front page of the 7 – 10 reports.

- That the executive investigate the adoption of the 7 – 10 report format for the senior mid-course and final reports to ensure more consistency in reporting processes across the school.

- That the reporting committee redesigns the Interim Report format to more accurately report on students’ achievements across all faculties.

- That the Head Teacher Special Education, with the support of the Head Teacher Teaching and Learning, investigates how the format and processes for reporting the achievement of Support and Life Skills students can be improved.

- That the SAM and Principal investigate options for increasing the amount of SASS time available to support the reporting process so that established deadlines can be adhered to.

- That teachers continue to use the buddy system for checking reports. Consultation will occur on a faculty level to enable the best model for school wide implementation.

- That the executive team supports the discontinuation of the Term 3 Interim Reports and associated parent teacher interviews. Further discussion and consultation should be made as to which years are to be reported on in the Term 1 Interim Reports.

- That the school schedules the mid-year parent teacher interview for Term 3 Week 2 to provide parents with adequate time to become familiar with their child’s report and to organise interview times.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

An evaluation of school reporting processes utilised an Educational Support Team approach that involved interviews and surveys of staff, students and parents. These findings have been presented earlier in this report. The school also undertook an “Engagement and Attainment Snapshot” which gathered staff, student and parent feedback on issues relating to student attendance. In addition, the school undertook a major review of school uniform, gathering
opinion from teachers, parents and students. A summary of some of the key results of these evaluations is included below.

**Parent Response regarding Attendance**

**Do you think reward systems work in improving attendance?**

- Yes: 18%
- Sometimes: 58%
- No: 24%

**Are you aware of the school's roll marking procedures?**

- Yes: 79%
- No: 11%
- Unsure: 10%

**Responses regarding School Uniform**

**Uniform Survey Participants**

- Parent: 73
- Student: 372
- Staff: 24

**Do you support the requirement for students to wear school uniform?**

- Yes: 60%
- No: 22%
- Unsure: 12%

**Should the school hat be the only hat that can be worn at school?**

- Mandatory: 14%
- Optional: 72%
- Unsure: 14%

**Would you support requirements regarding footwear for practical lessons being incorporated into mandatory school uniform?**

- Yes: 33%
- No: 51%
- Unsure: 16%

**Would you support the addition of a rugby jersey to the uniform**

- Yes: 71%
- No: 21%
- Unsure: 8%

**Would you support the sports shorts being one colour (black), for both girls and boys?**

- Yes: 65%
- No: 21%
- Unsure: 14%
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 2012 were shared development activities with all staff from our community of schools and days conducted across the North Coast Region Central Network of Schools.
All staff received training in Occupational Health and Safety, Child Protection Procedures and the Staff Code of Conduct.
In Term 4 teaching staff received participated in professional learning specifically for the implementation of the Australian Curriculum. All teaching and non-teaching staff also participated in a local Aboriginal cultural tour and 6 staff participated in the Connecting to Country program.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Curriculum and Assessment
Outcome for 2012–2014
All teaching programs, assessment and reporting practice consistently meet the needs of all students.

2013 Targets to achieve this outcome include:
• Increase in the percentage of teachers who indicate on the “Quality Teaching Staff Survey” that they “mostly” or “always” demonstrate quality teaching practice from 75% to 84%.

Strategies to achieve these targets include:
• Use the Quality Teaching Framework to develop quality differentiated programs and associated assessment tasks aligned to 7 – 12 Syllabuses.

• Develop marking rubrics in all assessment tasks. These rubrics must reflect the outcomes and standards of relevant Board of Studies documents and provide effective feedback to students.
• Develop a balanced assessment schedule specific to each year group, which takes into consideration appropriate timing and weighting of tasks.
• Develop whole-school programming, lesson planning and assessment standards based on the teaching-learning cycle.
• Develop a single school policy for reporting levels of achievement reflective of achievement rather than distribution of scores.
• Implement processes to enhance consistent teacher judgement in assessment and reporting through the use of a range of samples.
• Conduct School Development Days and staff meetings with focus on Data, Programming and Assessment.
• Undertake a faculty evaluation of curriculum planning and delivery using the Educational Support Team (EST) process to support the process of continual school improvement in this area.

Engagement and Attainment
Outcome for 2012–2014
All students are engaged in a broad and differentiated curriculum that maximises their achievement through the use of quality teaching.

2013 Targets to achieve this outcome include:
• Increase the percentage of HSC courses performing at or above state average from 15% to 71%.
• Increase the percentage of students who achieve a band 5 or 6 in the HSC from 8% to 27%.

Strategies to achieve these targets include:
• Undertake a program of whole-school professional learning to enhance teacher ability to design and implement rich and authentic assessment tasks
• Undertake an evaluation of merit system and procedures using the Educational Support Team (EST) process to support the process of continual school improvement in this area.

• Revise and maintain processes for attendance monitoring and referral through improved pastoral care, roll marking processes, communication with parents, clear referral hierarchy and structures, and liaison with DEC support staff such as HSLOs and student services consultants.

• Work with other schools, police, P&C, chamber of commerce and DEC staff to raise community awareness and garner support in deterring poor attendance and truancy. Develop a process for recognising outstanding attendance both within the school and across the community.

• Ensure higher order thinking strategies are explicitly evident in teaching programs and assessment tasks.

• Teaching lessons and programs are differentiated to maintain high expectations and engage higher achieving students.

• Form a Gifted and Talented (GAT) team to develop school policy and implementation guidelines

Literacy and Numeracy

Outcome for 2012–2014

Individual growth in the development of literacy and numeracy skills is maximised so that all students can achieve their potential.

2013 Targets to achieve this outcome include:

• Increase the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Grammar and Punctuation from 44% to 50%

• Increase the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Numeracy from 48% to 54%.

Strategies to achieve these targets include:

• Established teacher leaders, work with all staff to align scope and sequence documents to 7-12 Syllabuses.

• Provide recurring professional learning to all staff in the use of SMART data to inform teaching practice

• Formalise stage teams across faculties to create, implement and regularly evaluate a relevant scope and sequence that demonstrates Literacy and Numeracy skill and knowledge building

• Implement DehutiSmart Program

• Continue implementation of MultiLit Program

Aboriginal Education

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

• Increase the percentage of Aboriginal students with greater than 85% attendance from 38% to 47%.

Strategies to achieve these targets include:

• Maintain participation of Aboriginal students in the DehutiSmart and MultiLit programs

• Maintain use of Norta Norta funding to support tuition of junior students.

• Utilise Norta Norta funding to provide tutors to support senior Aboriginal students through the school “Learning Loft” initiative.

• Through participation in the “Investing in our Focus Schools” initiative implement strategies to support student literacy through programs such as “Write it Right”.

• Develop personalised learning plans (PLPs) for all year 6 Aboriginal students transitioning to high school as part of the transition program.

• Develop and maintain PLPs for existing Aboriginal Students through ½ yearly case management meetings with students, family members and key staff.
Leadership and Management

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- Increase in the percentage of teachers who indicate on the “Leadership Development Questionnaire” that they “usually” or “always” demonstrate key leadership capabilities from 76% to 84%

Strategies to achieve these targets include:

- Develop and implement improved TARS and EARS processes, aligned with NSW Institute of Teachers professional teaching standards.
- Develop a school-based induction program and collegial network for early career teachers that incorporates the DEC Classroom Teacher Program.
- Through the use of 2ICs for short-term and expressions of interest for longer term appointments within each faculty/program area, provide opportunities for staff to temporarily step up into leadership positions within the school.
- Enhance decision making and involvement of staff through support for major school committee structures.

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.

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