

# Griffith North Public School

## Annual Report



2016



4027

## Introduction

The Annual Report for 2016 is provided to the community of **Griffith North Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susan Bourne

Principal

## School contact details

Griffith North Public School

Boonah St

Griffith, 2680

[www.griffithn-p.schools.nsw.edu.au](http://www.griffithn-p.schools.nsw.edu.au)

[griffithn-p.School@det.nsw.edu.au](mailto:griffithn-p.School@det.nsw.edu.au)

6962 1043

## School background

### School vision statement

Griffith North Public School aims to provide an engaging learning environment where we foster in students, care, respect and responsibility.

At Griffith North Public School we believe that learning is personalised so all students are challenged, motivated and engaged in their learning. Finding success in their learning and valuing learning are crucial to enjoying education.

Our mission is to inspire lifelong learning in our students to empower them to become positive and resilient participants in school and society.

### School context

Griffith North Public School (GNPS) is a centre of learning for 369 students, along with 20 students from the Early Learning Support Class (ELSC). There are 15 classes from Kindergarten to Year 6. There are 15 nationalities and 10% of our school population are Aboriginal students.

GNPS enjoys a reputation as a high achieving school where strong emphasis is placed on literacy and numeracy. Children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. GNPS is a Positive Behaviour for Learning (PBL) School and our values are care, respect and responsibility. GNPS is a member of the Griffith Community of Schools (GCoS).

GNPS has a dedicated parent body, with both a School Council and a Parents and Citizens Association (P&C) that work closely with the school to ensure the best outcomes for all students.

GNPS staff participate in various professional learning opportunities and implement an array of programs to support student outcomes and well-being.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence, by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016 staff members were provided with professional learning around the School Excellence Framework. This involved recognising the achievements of GNPS in regard to the School Excellence Framework and the areas of development for the school to be excelling.

In the domain of Learning, the key focus was on learning culture, wellbeing and assessment and reporting. Within learning culture we have concentrated on personalised learning that addresses individual needs and ensures that a positive learning culture exists for all students. Our Positive Behaviour for Learning (PBL) is an ongoing system which supports the element of wellbeing. Our data indicates that students are taking more responsibility and showing more care for others. With assessment and reporting teachers have continued to plot all students on the literacy and numeracy continuums for all aspects and are beginning to use this data to inform and guide their future teaching.

In the domain of Teaching, the pivotal focus is on effective classroom practice, collaborative practice and learning and development. Staff have been involved in professional learning that supports the school's strategic directions, participating in the Performance and Development Plan process, which included writing professional learning goals to support their own career development, classroom observations and providing meaningful feedback to colleagues.

In the domain of Leading, the school has prioritised school planning, implementation and reporting and school resources. Executive have been involved in evaluating the school achievements across the School Excellence Framework and the progress of the current school plan. They have also been involved in budget decisions to ensure the School Budget Allocation is spent to ensure an increase in student outcomes.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Teaching Excellence

#### Purpose

We believe that high quality teaching is the key to successful student learning. High priority needs to be given to evidence-based teaching strategies, where student assessment data is used to inform future directions. Explicit feedback should be used to sustain quality teaching practice.

#### Overall summary of progress

In 2016 our focus has continued with Teaching Excellence. Teachers have embedded effective classroom practice around How2Learn and visible learning strategies. All staff have been involved in quality professional learning to support syllabus implementation and assessment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Teachers will demonstrate the aspects of Visible Learning in their classroom.</li></ul>	<ul style="list-style-type: none"><li>All staff have completed How2Learn modules 1, 2, 3 and 4 and are implementing aspects into their teaching programs and classrooms;</li><li>Majority of teachers using learning intentions with most of their lessons; and</li><li>Staff working with the "I Can" statements, as success criteria and to ensure Consistent Teacher Judgement by collaborative assessment.</li></ul>	Professional learning funds \$4000
<ul style="list-style-type: none"><li>An increase of at least 8% of all students in the top two bands in all NAPLAN assessments.</li></ul>	Increased of 8% or higher in the top two bands in all NAPLAN assessments <ul style="list-style-type: none"><li>Year 3 Reading increased by 19.5%;</li><li>Year 3 Writing increased by 22.6%;</li><li>Year 3 Spelling increased by 23.1%;</li><li>Year 3 Grammar and Punctuation increased by 23.9%;</li><li>Year 3 Numeracy increased by 16.3%;</li><li>Year 5 Reading increased by 10.8%; and</li><li>Year 5 Grammar and Punctuation increased by 15.1%.</li></ul>	Socio economic funds to provide additional learning and support time. \$39 038  Low level adjustment for disability \$162 480
<ul style="list-style-type: none"><li>30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.</li></ul>	Percentage of Aboriginal students in the top two bands in all 2016 NAPLAN assessments <ul style="list-style-type: none"><li>Year 3 Reading 16.7%;</li><li>Year 3 Writing 16.7%;</li><li>Year 3 Spelling 16.7%;</li><li>Year 3 Grammar and Punctuation 16.7 %;</li><li>Year 5 Reading 60%; and</li><li>Year 5 Grammar and Punctuation 40%.</li></ul>	Aboriginal background funds used \$28106

#### Next Steps

- In 2017 staff will participate in further professional learning. The focus includes visible learning, which will include seeing a school with best practice with visible learning;
- Continue to employ additional teachers in the Learning and Support role to work with students one cluster below in reading and comprehension and aspects of numeracy, so they have the opportunity to be proficient;
- Continue to support Aboriginal students with their learning through the employment of an Aboriginal Education Officer; and
- Continue to provide and seek out quality professional learning to support teaching excellence and improving student outcomes.

## Strategic Direction 2

### Dynamic Learning

#### Purpose

Griffith North Public School has a school-wide commitment to dynamic, purposeful, successful learning. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. We ensure that every student is optimally engaged and challenged in their learning in order to achieve best possible individual outcomes.

#### Overall summary of progress

Professional learning aims to improve students outcomes. All staff participated in How2Learn, three K–2 staff members began their training in L3 and one completed their training. Six K–2 staff members were trained in TEN. The professional learning around assessment continued with formative assessment, PLAN and the use of "I Can" statements to ensure consistent teacher judgement.

To support learning, an additional teacher was employed in the role of Learning and Support. This allowed for further targeted students to access learning and support to increase their students outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increased number of students achieving stage appropriate cluster markers for literacy and numeracy on the continuums.</li></ul>	<p>At the end of 2016 majority of students were showing growth on the continuums, especially in the area of comprehension;</p> <p>Majority of students achieving stage appropriate cluster or one cluster below; and</p> <p>K–2 staff trained in L3 and TEN, which foster data usage to address a student's point of need;</p>	<p>Low level Adjustment for Disability funding \$162 489</p> <p>Socio-economic funding \$39 038</p> <p>L3 and TEN professional learning \$25 783</p>
<ul style="list-style-type: none"><li>Increased number of students will show growth in NAPLAN Data in the different aspects of Literacy and Numeracy.</li></ul>	<ul style="list-style-type: none"><li>44.1% of Year 5 students achieving greater than or equal to expected growth in Reading;</li><li>44.1% of Year 5 students achieving greater than or equal to expected growth in Spelling;</li><li>50% of Year 5 students achieving greater than or equal to expected growth in Grammar and Punctuation;</li><li>50.1% of Year 5 students achieving greater than or equal to expected growth in Numeracy;</li></ul>	<p>Low level Adjustment for Disability funding \$162 489</p> <p>Socio-economic funding \$39 038</p> <p>Professional learning funds \$10 000</p>

#### Next Steps

- Utilising PLAN data to inform our teaching at an individual student's point of need;
- Use School Budget Allocation to employ an expert teacher to support teachers with the use of PLAN data, explicit teaching and mentoring beginning teachers;
- Use expert teacher to focus on numeracy data with Years 3–6;
- Ensure staff participate in high quality professional learning to support dynamic learning and improve student outcomes;
- Purchase numeracy resources, with a number focus for K–6;
- Numeracy Focus with Years 3–6; and
- Purchase technology to support students with their learning.

## Strategic Direction 3

### Community Engagement

#### Purpose

Griffith North Public School students, staff and parents have an obvious sense of belonging and pride, where all parents are welcomed and all staff, students and parents strive to be life-long learners. Students are active participants in all aspects of school life. All students are aware of the school's PBL values and expectations.

#### Overall summary of progress

Positive Behaviour for Learning (PBL) continues to be a strong focus for GNPS and has allowed the school to make significant progress in this strategic direction focusing on wellbeing and learning culture. PBL has allowed the school to implement consistent procedures and expectations in the playground and classroom and the students have responded well to knowing and understanding expectations and consequences. We have also started investigating how Mindfulness relates to wellbeing, PBL and How2Learn.

Staff have focused on collaborative practice and learning and development with their PDPs and lesson observations. These processes have strengthened trust and collegiality among staff members and a willingness to share expertise within staff, increasing professional dialogue.

Community engagement continues to grow. The school has a strong relationship with P&C and School Council and our Aboriginal community meetings are growing in numbers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• An increasing number of students showing positive behaviours for effective learning.</li></ul>	<ul style="list-style-type: none"><li>• significant decrease in suspensions compared to 2015;</li><li>• 6% of students being placed on levels;</li><li>• PBL data showing less timeouts compared to 2015.</li></ul>	<ul style="list-style-type: none"><li>Student prizes and awards</li><li>Professional learning funds</li></ul>
<ul style="list-style-type: none"><li>Increased community involvement in<ul style="list-style-type: none"><li>• P&amp;C attendance</li><li>• School Council attendance</li><li>• Community meeting attendance</li><li>• attendance at school events</li><li>• numbers of parent volunteers</li></ul></li></ul>	<ul style="list-style-type: none"><li>• increase in attendance at P&amp;C meetings;</li><li>• majority of School Council meetings all representatives are present;</li><li>• termly Aboriginal community meetings established and well attended;</li><li>• school events such as the Art Show, Presentation Day and sporting events were well attended and supported by parents and community members.</li></ul>	

#### Next Steps

- Provide further professional learning for PBL team members;
- Implement the next phase of PBL at GNPS;
- Implement Mindfulness within the school to support student wellbeing and engagement;
- Provide professional learning to staff to ensure they are giving quality informative feedback to students and collegial coaching;
- Continue to provide information sessions for parents about student learning and programs at GNPS.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• An Aboriginal Education Officer was employed for four days during Term 1 and then three days for the remainder of the year for three hours per day to support Aboriginal students academically, socially and culturally;</li> <li>• A Learning and Support teacher was employed and part of their time was to support Aboriginal students; and</li> <li>• 100% of Aboriginal students had Personalised Learning Pathways with SMART goals that were reviewed regularly.</li> </ul>	\$28 106
<b>English language proficiency</b>	This funding was used to employ an EAL/D teacher for three days a week throughout Terms 1–4. The impact of this funding has been that students have increased their ability to communicate using English and this has improved their learning outcomes. The teacher also participated in professional learning which improved her knowledge and skills to provide quality teaching specific to EAL/D students.	\$69 146
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Learning and Support teachers were employed. The teachers focused on supporting students academically and socially both in and out of classrooms. Selected students were withdrawn for intensive work. The data showed that student outcomes were increased and students moved further along the continuums; and</li> <li>• School Learning Support Officers (SLSOs) were employed to support students in the classroom and the playground. This led to improved student outcomes and improved wellbeing as they felt supported in the classroom and playground.</li> </ul>	\$162 489
<b>Quality Teaching, Successful Students (QTSS)</b>	This funding was used to release executive staff to mentor and provide support to teachers who required it. It also provided time for executive to release teachers to participate in the PDP and lesson observation process. Teachers gained professional learning opportunities by observing others and expert teachers were identified by colleagues.	<p>\$13 263 from QTSS</p> <p>This was also funded by addition funding from the School Budget Allocation.</p>
<b>Socio-economic background</b>	The use of the socio-economic funding was to employ an additional teacher for 2 days a week as additional Learning and Support. This funding provided opportunities to work with students who were one cluster below expected year level. This increased learning and support time allowed more students to receive support. This is reflected in our PLAN data, which shows students' growth along the continuums.	\$39 038



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	205	187	188	186
Girls	181	181	167	183

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.4	92.4	92	91.9
1	92.9	92.6	92.7	91
2	92.9	93.4	92.7	92.7
3	93.7	90.9	91	94.1
4	94.6	93.4	91.3	91.4
5	93	93.7	92.7	92.3
6	92	92.3	94.8	93.2
All Years	93.1	92.7	92.5	92.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

GNPS does not currently have any non-attendees. The management of poor attendance is monitored by the classroom teachers and then the principal is notified of any students who have a concerning attendance record. The strategies for managing this are:

- student and parent interviews with the principal;
- reviewing the appropriateness of the student's educational program;
- referral to the Learning and Support Team;
- referral to the school counsellor or outside agencies;
- support from school based personnel; and
- referral to the Home School Liaison Officer.

### Class sizes

Class	Total
KD	20
KC	20
K/1P	21
KL	19
1/2M	25
1A	26
2UV	27
2/3M	25
3/4A	26
3YC	30
4P	28
4/5S	26
5W	29
6D	27
6M	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.33
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	3.48
Other Positions	0.13

\*Full Time Equivalent

The Indigenous composition of staff at GNPS is 7%.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

## Professional learning and teacher accreditation

During 2016, GNPS's professional learning was focused around our three strategic directions of teaching excellence, dynamic learning and community engagement, as well as our mandatory training requirements.

Staff focused on professional learning for the new geography curriculum and the continued implementation of English, mathematics and history. This professional learning was completed online by staff members during weekly staff meetings and during School Development Days. The majority of teachers completed this online training.

All staff were involved with Personalised Learning professional learning and Plotting Literacy and Numeracy (PLAN) Data, training to support student learning and ensure direct educational programs. The Principal attended training around Visible Learning, School Improvement with David Hopkins and External Validation.

GNPS continued with the Language, Learning and Literacy (L3) training. Three teachers started their first year of stage one training and one teacher finished her second year of training.

K–2 staff received professional learning training with Targeting Early Numeracy (TEN), as one teacher within the school is TEN trained.

The wellbeing of students and staff was also a key focus during 2016 for professional learning. Positive Behaviour for Learning (PBL) aims to consider the wellbeing of all students. All staff completed the 10 elements for classroom Systems for Learning. Three teachers attended a mindfulness professional learning in Canberra and then went on to complete online modules to support the implementation within the school. Two teachers attended Bridges out of Poverty training. One staff member attended TELL training to support EAL/D students within the school.

Staff also received professional learning on the Aboriginal Education Training Policy and Cultural Awareness.

All staff completed the mandatory training, including Child Protection, Code of Conduct, CPR and

Anaphylaxis.

The Principal and School Administration Manager (SAM) attended a variety of courses in regard to Learning Management Business Reform (LMBR).

Weekly staff meetings and School Development Days (SDD), focused on the NSW Syllabus implementation, How2Learn (H2L), Professional Development Framework(PDP), technology, school planning, PBL, formative assessments and data analysis and research into best practice. The majority of staff participated in these professional learning opportunities.

In 2016, the total expenditure on professional learning was \$49 532.

This year we had one new scheme teacher complete her accreditation and two new scheme teachers working towards their Board of Studies Teaching and Educational Standards (BoSTES) accreditation. The Quality Teacher Adviser also attended a staff meeting to discuss the accreditation process for pre– 2004 teachers. Three teachers attended a professional learning session around the accreditation for highly accomplished teachers.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	168 428.32
<b>Revenue</b>	3 585 160.93
(2a) Appropriation	3 454 347.30
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	118 344.18
(2e) Gain and Loss	0.00
(2f) Other Revenue	10 979.26
(2d) Investment Income	1 490.19
<b>Expenses</b>	-3 484 813.30
Recurrent Expenses	-3 484 813.30
(3a) Employee Related	-3 126 263.61
(3b) Operating Expenses	-358 549.69
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	100 347.63
<b>Balance Carried Forward</b>	268 775.95

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 503 941.68
Base Per Capita	19 064.51
Base Location	41 335.65
Other Base	2 443 541.51
<b>Equity Total</b>	298 996.75
Equity Aboriginal	28 105.64
Equity Socio economic	39 255.83
Equity Language	69 145.79
Equity Disability	162 489.49
<b>Targeted Total</b>	336 200.54
<b>Other Total</b>	292 728.49
<b>Grand Total</b>	3 431 867.46

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link *MySchool* and insert the school name in the *Find a school* and select *GO* to access the school data.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands

are:

- Year 3 Reading 36.9%;
- Year 3 Writing 28.3%;
- Year 3 Spelling 40.4%;
- Year 3 Grammar and Punctuation 47.4%; and
- Year 3 Numeracy 25%.

Year 3 students achieving the top two bands improved by 8% or more in all aspects.

The percentage of Year 5 students in the top two bands are:

- Year 5 Reading 27.5%
- Year 5 Writing 5%
- Year 5 Spelling 22.5%
- Year 5 Grammar and Punctuation 37.5%; and
- Year 5 Numeracy 22.5%.

Year 5 students achieving the top two bands improved by 8% or more, in Reading and Grammar and Punctuation.

In accordance with the *Premier's Priorities and State Priorities: Better services – Improving Aboriginal education outcomes*, schools with significant numbers of Aboriginal students are required to report on Aboriginal students in the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 Aboriginal students in the top two bands are below:

- Year 3 Reading 16.7%;
- Year 3 Writing 16.7%;
- Year 3 Spelling 16.7%;
- Year 3 Grammar and Punctuation 16.7%; and
- Year 3 Numeracy 0%.

Year 3 students achieving the top two bands improved in all aspects except numeracy.

The percentage of Year 5 students in the top two bands are below:

- Year 5 Reading 60%
- Year 5 Writing 0%
- Year 5 Spelling 0%
- Year 5 Grammar and Punctuation 40%; and
- Year 3 Numeracy 0%.

Year 5 students achieving the top two bands improved in Reading and Grammar and Punctuation.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents, teachers and students from Years 4 to 6, were asked to complete the online Tell Them From Me surveys about aspects of the schools.

### Parent Responses

Eight parents completed the Tell Them From Me Survey and the following responses were received:

- the majority of parents felt welcomed at GNPS, however some felt the parent activities were not scheduled when they could attend;
- most of the parents felt informed about their child, especially regarding their child's behaviour and any concerns the teachers had, however some felt they were not informed about their social and emotional development;
- the majority of parents had talked with their child's teacher more than three times since the beginning of the year;
- the majority of parents had attended more than three meetings at school since the beginning of the year;
- most parents who responded had been involved in committees at school;
- most parents support learning at home, however some felt they needed to spend more time asking their child about any challenges and talking with their child about their feelings towards other children at school;
- the majority of parents felt learning was supported by GNPS, with teachers showing an interest in their child and that their child was encouraged to always do their best;
- the majority of parents supported the positive behaviour at GNPS and felt that their child was clear about the rules for appropriate behaviour at school;
- the majority of parents felt that GNPS was a safe environment for their child and that the school helps to prevent bullying; and
- most parents felt that there was inclusion at GNPS and that teachers helped students who need extra support.

### Teacher Responses

Fifteen teachers responded to Tell Them From Me Survey. The Tell Them from Me Survey was divided up into the Eight Drivers of Student learning, the Four Dimensions of Classroom and School Practices and some Department of Education Custom questions. The Eight Drivers of Student Learning were given an average score out of ten. The following results were seen;

- Leadership –7.7
- Collaboration –7.9
- Learning Culture –8.1
- Data Inform Practice –8.2
- Teaching Strategies –7.9
- Technology –7.0
- Inclusive School –8.5
- Parental Involvement –7.3

The Four Dimensions of Classroom and School Practices were given an average score out of ten. The following are the scores;

- Challenging and Visible Goals –7.0
- Planned Learning Opportunities –7.5
- Quality Feedback –7.8
- Overcoming Obstacles in Learning –7.3

Following are the teachers' responses from the Department of Education custom questions:

- 54% of teachers received support to improve the quality of teaching from an experienced colleague or mentor and 30% said they sometimes received support;
- 30% of teachers had been involved in the accreditation process;
- 95% of teachers stated that they had been involved in school based professional learning; and
- The majority of teachers knew about the programs and interventions currently in use at GNPS.

### Student Responses

Students from Years 4, 5 and 6 participated in the Tell Them From Me Survey twice during 2016. The first survey was held in March and the second was in September. The Tell Them From Me Survey focused on Social and Emotional Outcomes and Drivers of Student Outcomes. The following are the responses from the Social and Emotional Outcomes;

- in March 82% of students played sport with an instructor at school and in September 84% of students did;
- in March 51% of students were involved in extracurricular activities and in September 52% were;
- in March 85% of students stated they had a high sense of belonging and in September 80%;
- in March 82% of students had positive relationships and in September 81% did;
- in March 98% of students stated that they valued school outcomes and in September 92% did;
- in March 56% of students stated they have positive homework behaviours and in September 42% did;
- in March 77% of students believed they had positive behaviour at school and in September 82% of students did;
- in March 85% of students were interested and motivated in their learning and in September 71% were;
- in March 94% of students felt they tried hard with their learning and in September 90% did; and
- in March 55% of students felt their results were high and they were challenged, while in September 47% of students did.

The following are the responses from the Drivers of Student Outcomes;

- in March 87% of students felt that classroom learning was effective and in September 80% of students did;
- in March 85% of students felt that their learning was relevant and in September 81% did;
- in March 88% of students felt classroom instruction was well organised, with a clear purpose and with appropriate and immediate feedback and in September 82% did;
- in March 40% of students felt they had been bullied at school and in September 40% did;
- in March 86% of students felt they had someone at school who consistently provided encouragement and who they can turn to for advice, while in September 78% did;
- in March 89% of students felt teachers were

responsive to their needs and in September 83% of students did;

- in March 73% of students felt there were clear rules and expectations for classroom behaviours and in September 66% of students did; and
- in March 89% of students felt that teachers emphasised academic skills and held high expectations for students, while in September 85% of students did.

## Policy requirements

### Aboriginal education

Griffith North Public School received \$28 105.64 in Aboriginal background funding in 2016.

Our Aboriginal Education Team held a community meeting early in Term 1 to address the best way for the Aboriginal background funds to be spent. It was decided that employing an Aboriginal Education Officer was a good way to support students with their learning while also trying to engage the community. Michelle Russell was employed for Term 1 for 3 hours a day for 5 days a week and then in Terms 2, 3 and 4 for 3 hours per day for 3 days a week. She supported all Aboriginal students from Kindergarten to Year 6.

Our Aboriginal Education Team continued to hold termly community meetings to discuss how to support and improve student outcomes for indigenous students.

GNPS also undertook the Dare to Lead program to evaluate Aboriginal Education at Griffith North Public School. The findings from this report were shared at an Aboriginal Education Team Community meeting and the recommendation will be followed up in 2017.

All staff participated in the Aboriginal Education Training Policy and in Cultural Awareness training.

All students at GNPS participate in lessons that are designed to educate them about Aboriginal history, culture and contemporary Aboriginal Australia. The lessons are integrated in Human Society and its Environment (HSIE) lessons in all stages.

This year GNPS was involved in a number of activities throughout the year which promoted Aboriginal students and culture. These included:

- 100% of Aboriginal students have personalised learning pathways, with SMART goals, which were evaluated at least once a semester;
- close monitoring of attendance and student progress;
- school wide recognition of significant dates;
- NAIDOC Week was celebrated in the second week of Term 3, with a NAIDOC Week assembly, classroom activity rotations, K-6 BBQ and traditional Indigenous games.
- Piper Stewart and Abbey Noffke participated in the NAIDOC Week Public Speaking Challenge, winning the Griffith Zone and then completing in the Riverina final, where they came second. They went on to compete in the State Final in Dubbo



where they were successfully placed in the top four of the state;

- an Aboriginal flag is permanently displayed in the school hall for all assemblies;
- in Term 4 eleven students received Proud and Deadly Awards at the Griffith District Indigenous Awards assembly at Griffith High School; and
- GNPS continues to promote programs that educate all students about Aboriginal history.

### **Multicultural and anti-racism education**

There are 22 nationalities represented at Griffith North Public School. This emphasises the need to raise the students' awareness of the diverse range of multicultural groups not only in our school but also the wider Griffith community.

We celebrate the diversity of cultures in many ways however; the main focus is through multicultural education, particularly in Human Society and Its Environment (HSIE). All classroom teachers provide learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Students from non-English speaking backgrounds were given the opportunity to participate in appropriate learning intervention programs linked to classroom activities. Through our School Budget Allocation funding we had an EAL/D teacher employed for three days a week.

GNPS encourages and develops all children to have tolerance and respect for different cultures through an integrated curriculum.

GNPS also offers an Italian Community Language program. Our Community Language teacher provides an opportunity to immerse students from Years 1 to 6 in the rich Italian culture. Students attend weekly lessons demonstrating an understanding and acceptance of the Italian heritage in a structured setting.

Harmony Day at GNPS was, once again, very successful. All students participated in a range of cultural art activities throughout the day. Students were separated into different age groups and rotated around the school to different teachers during the day. This was then followed by a whole school Assembly.

Mrs Sue Fordham continued as the GNPS Anti-Racism Contact Officer (ARCO).