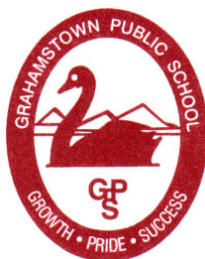


Grahamstown Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Grahamstown 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.

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School background

School vision statement

Grahamstown Public School – a quality inclusive school preparing students for the twenty-first century through quality teaching and learning programs and by developing a culture of citizenship, leadership and ethical behaviour.

School context

Grahamstown Public School is in a rural area, drawing a majority of students from a low socio economic background. There are currently 380 students from an increasingly diverse cultural heritage, including 48 Aboriginal students and 42 Defence Force family students. Grahamstown Public School has a strong emphasis on student welfare which underpins the culture of support and personal development. Student welfare issues are supported through an active LearningSupport Team, student leadership development, a staff dedicated to welfare issues and communication between home and school. Our school works in partnership with neighbouring Lakeside Learning Community Schools to develop a shared vision, values and aligned K–12 learning projects. Educational engagement is supported through a well developed network of ICT equipment and quality practice imbedded to supplement and support curriculum. Grahamstown Public School proudly offers a wide range of extra curricula activities to develop interest, skill and talent through sport, visual and performing arts and environmental projects.

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.

Grahamstown Public School has evaluated all elements of the school plan against the School Excellence Framework which have been met with varying degrees. The 2017 school plan will be guided by the developmental process offered in the framework to support our efforts for continuous school improvement.

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

Collegiality and common Practice

Purpose

To improve student achievement through the provision of professional learning, embedded common practice and valid assessment of, for and about learning while creating a culture of self improvement for staff and students.

Overall summary of progress

A programming expectations document was developed and used by all staff as a way of ensuring that all necessary requirements were being met and that there was consistency around programming across the school. Supervision and assessment practices have become more consistent and collegial with staff meeting in sharing sessions to review and discuss program structures, assessment tasks, marking criteria and consistent teacher judgment.

Rich assessment tasks were developed for Literacy and Numeracy and assisted in consistent teacher judgement for the use of reporting to parents.

Teachers were all involved in Professional learning around assessment of, for and about learning and how this assessment is used to inform practice. Data from Assessment was tracked on PLAN and transferred to data walls for monitoring purposes. This process, along with looking at the true validity of data will be a future focus for 2017.

Staff continued to implement learning intentions through the use of WALT (We Are Learning To), WILF (What I'm Looking For) and TIB (This Is Because). This explicit teaching, along with Explicit Direct Instruction, is seeing improvements across all learning areas and will continue to be a focus for 2017.

Class observations and quality teaching rounds supported common practice and collegiality across the school as it allowed for critical reflections and collegial discussions on how improvements can be made to teaching practices which will in turn lead to an improvement in student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN results will reflect 60% of students achieving in the top three bands for literacy.	Naplan Results reflected the following results on students achieving in top three bands in literacy: Year 3 – Reading – 65%, Writing – 55%, Spelling – 59%, Grammar and Punctuation – 59% Year 5 – Reading – 22%, Writing – 20%, Spelling – 31%, Grammar and Punctuation – 29% For this reason, Grahamstown has been identified as a Bump It Up school which will now focus on moving students into the top bands in years 3–6. This strategy will begin in 2017.	\$155000
School data will show 100% of student's value adding to their results in reading and writing across a school year.		
All staff will use valid assessment for guiding the development of teaching and learning programs.	All students are tracked using PLAN for literacy and numeracy. While there is some evidence of assessment fully driving learning, this is not yet embedded or consistent across the school. All staff will continue to receive professional learning in this area throughout 2017.	\$15000
100% of staff incorporate WALT and WILF (learning intentions into	Learning intentions are being used across the school to give meaning to lessons. Further	\$10000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
teaching and learning practice.	Professional learning around linking these closely to the curriculum will be completed during 2017	

Next Steps

- Extensive work around the literacy curriculum and the teaching of comprehension. This will include assessing validity of data and analysing data to inform future learning
- Embedding Learning intentions that are directly linked to the continuum into all classroom practices. Use of this language in all learning experiences and in the newsletter so parents become familiar as well.
- Implementation of Strategies to support Early action for Success and Bump in Up – L3, comprehension Strategies, Multilit, Numeracy Leadership

Strategic Direction 2

Leadership and Organisation Practices

Purpose

To empower the school staff to strive for self-improvement and to recognise and foster potential leadership by building collegial and supportive organisational and supervision practices where expectations are common and high across the school.

Overall summary of progress

Through the engagement of an instructional leader, Staff developed a strong culture of coaching and mentoring. Collegial planning days were held on a regular basis which supported growth of professional practice and consistency around expectations across stages. Supervision became a shared process where staff supported each other to develop collegial programs and common assessment tasks.

All staff worked with their supervisor to develop their Performance and Development Plan (PDP). Through this process, staff were actively engaged in goal setting and in setting their own professional learning requirements needed to meet these goals.

Various staff took up opportunities to lead stages or grades as well as heading committees and teams. Staff with leadership skills and/or aspirations were encouraged and supported to maximise their skills in this area. Many staff took up mentoring and coaching roles. This developed a culture of continued improvement and valued leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff PDPs are developed and achieved by all staff.	Staff developed PDPs through consultation and with support from their supervisor. Staff worked on Professional learning opportunities identified through their PDP to assist them to achieve their goals. All staff believe that they worked towards achieving their goals throughout the year.	\$20000
100% of staff are working with a mentor on targeted improvement and goal setting.	A system of coaching and mentoring facilitated by the Instructional Leader, who developed and implemented systems to support continued improvement for all staff which led to improved outcomes for students.	\$15000
100%staff engaged in collegial planning days and focused lesson observations.	Staff worked together in stage groups once a term to develop collegial programs, consistent rich assessment tasks, consistent teacher judgement and mentoring and coaching.	\$30000

Next Steps

- Continue to provide time for staff to meet in stage groups to enhance teacher quality through coaching/mentoring and collegial programming
- Develop a whole school Professional Learning Plan that supports the achievement of teacher PDPs.

Strategic Direction 3

Building Staff Capacity around Syllabus Implementation

Purpose

To develop a deep understanding of the intent of each document is vital for this to be imbedded into teaching practice and for the successful delivery of outcomes. The structuring of an integrated whole school scope and sequence will need development, implementation, review and adjustment.

Overall summary of progress

During 2016, Staff implemented the NSW Science Syllabus for the Australian Curriculum and the NSW History Syllabus for the Australian Curriculum, while trialling aspects of the NSW Geography Syllabus for the Australian Curriculum.

Staff participated in Adobe Connect sessions and a local combined LMG Professional Learning Session on Geography, to support the implementation of the new syllabi in these areas.

Through collegial planning days, scope and sequences and units of work were developed and subsequently implemented across the school in all areas of science and history, and provision made for the full implementation of Geography in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
New syllabus documents are implemented in the required timeframes and staff have engaged in adequate professional learning to successfully imbed the intent of the curriculum into their teaching and learning cycle.	All staff developed learning sequences for students based on appropriate stage outcomes in Science, History and Geography over the course of the year Semester 1 Reports included student progress on new Science and History Syllabus outcomes. Student progress in Science, History and Geography was reported on in Semester 2 reports.	\$15000

Next Steps

- Fully implement NSW Geography Syllabus for the Australian Curriculum
- Ensure Scope and Sequences cover all necessary elements over the course of a two year time frame
- Revisit the English and Mathematics syllabi with staff

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>An Aboriginal SLSO is employed to assist aboriginal students experiencing difficulty in meeting expected outcomes. Apart from providing academic support in conjunction with classroom teachers, this SLSO also provides support to Aboriginal students in social situations and participates in cultural activities with them. This has assisted students to develop a cultural identity and become more invested in their learning.</p> <p>Aboriginal students have participated in Sista Speak and BRo speak, as well as Drum Beat. Three more staff members have participated in Connecting to Country which was run by the Youyoong AECG, giving them a greater appreciation of the local Aboriginal history and culture..</p>	\$37000
Low level adjustment for disability	SLSOs were employed to support the learning needs of students identified as needing support to achieve stage appropriate outcomes through the Learning Support Team.	\$100000
Socio-economic background	The employment of a class teacher to release an assistant Principal to work in the role of as Instructional Leader, allowed for an extensive system which supported the improvement of teacher quality across the school. In turn, this led to improved outcomes for students as teachers worked in a more explicit and targeted manner to meet the needs of all.	\$150000

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	201	174	153	162
Girls	217	208	185	187

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	95.9	95.6	94.8
1	94.9	95.1	94.5	92.9
2	94.3	95.5	93.3	94.2
3	95	94.8	95.1	93.6
4	94.9	94.1	93.9	94.3
5	95.4	94.4	94.1	94.2
6	93.2	94.2	92.9	92.8
All Years	94.6	94.9	94.2	93.8
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

Class sizes

Class	Total
KW	20
KF	19
K/1B	22
1/2W	24
1C	23
2S	23
3B	27
3A	28
4S	29
4C	28
4/5 C	27
5M	25
5/6 T	27
6R	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	2.92
Other Positions	0.73

*Full Time Equivalent

Two Aboriginal teachers are employed on a permanent basis at Grahamstown Public School. One is a proud member of the Wiradjuri people from the Wambol River Area and takes an active role in Aboriginal Education, including being a member of the local Youyoong Aboriginal Education Consultative Group as well as the indigenous community. The other is a proud member of the Wanarrua Nation.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	83
Postgraduate degree	17

Professional learning and teacher accreditation

During 2016, Professional learning continued to focus on improving outcomes for students by improving teacher quality.

The Grahamstown Writing Project which began in 2015, continued with a reviewed focus on student feedback. Staff received Professional learning around the importance of effective feedback and worked across collegial groups to refine their skills in this area.

In addition to this, Staff engaged in Quality Teaching rounds and used peer observations to broaden their experiences in lesson presentation and to have their teaching critiqued for improved performance.

Professional learning continued around the implementation of the NSW History syllabus for the Australian Curriculum and in trialling aspects of the NSW Geography syllabus for the Australian Curriculum.

Seven staff members are in the process of maintaining their accreditation. By 2018, all staff will be required to maintain accreditation and will be monitored using the Australian Teaching Standards guidelines.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	662 286.14
(2a) Appropriation	594 451.14
(2b) Sale of Goods and Services	-520.91
(2c) Grants and Contributions	66 920.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 435.56
Expenses	-405 826.75
Recurrent Expenses	-405 826.75
(3a) Employee Related	-291 011.04
(3b) Operating Expenses	-114 815.71
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	256 459.39
Balance Carried Forward	256 459.39

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 287 697.30
Base Per Capita	18 021.54
Base Location	0.00
Other Base	2 269 675.76
Equity Total	466 459.67
Equity Aboriginal	36 604.09
Equity Socio economic	233 753.04
Equity Language	4 790.31
Equity Disability	191 312.23
Targeted Total	56 990.01
Other Total	162 357.36
Grand Total	2 973 504.33

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 <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

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, students and teachers were surveyed through the Tell Them From Me (TTFM) survey tool this year.

Overall the results demonstrated a positive response to the programs adopted by Grahamstown Public School during 2016.

The TTFM survey reports in a scale that rates from 1–10 with 1 being a low response or disagreement with the question and 10 being a high response or strong agreement with the question.

Staff

Staff were asked to respond to questions which indicate the way they implement the eight drivers of student learning and the four dimensions of classroom and school practices. Scoring highly, with rankings between 8 and 9 were, leadership, collaboration, providing a positive learning culture, inclusivity, using data to inform practice, the use of effective teaching practices, the setting of challenging and visible goals, providing well planned learning opportunities and overcoming obstacles to learning.

Scoring between 7 and 8 were the areas of parent involvement, with particular emphasis on the regularity of asking for parents to review and comment on student work, and quality feedback, which also found the need for improvement in seeking feedback from parents.

Technology scored 5.3 with students tracking their goals through technology being a major weakness, along with providing students with increased opportunities to build their skills in the use of technology.

Parents

Parents feel welcome at the school and highly value teacher communication and information provided about school activities. They have a clear understanding of their child's progress and believe they will be informed if progress is of concern. Reports on progress are written in terms that are easily understood and parents feel they will be informed if adequate progress is not being achieved.

Parents are supportive of learning at home with praise, encouragement for doing well and taking an interest in children's assignments rating highly on the scale. School support of learning was rated highly by parents with teacher interest, high expectations and encouragement being rated the highest.

Positive behaviour was rated highly in all aspects with 8.4 being the average ranking. This coincides with a high rating for safety at school.

Grahamstown is an inclusive school with ongoing attention required to maintain positive friendships and assistance for students learning at a slower rate.

Students

Student's survey results reflected that of parents and teachers. An average of 70% of students have a sense of belonging with 84% experiencing positive relationships and 98% valuing school outcomes.

90% of students believe they try hard to succeed while they feel important concepts are taught well. Effective learning time was valued by 86% of students. Bullying was rated very low among students, and students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Students felt there were positive relationships between themselves and teachers and felt teachers are responsive to their needs and encourage independence.

Policy requirements

Aboriginal education

100% of Aboriginal Students participated in Sista and Bro Speak sessions to enhance their understanding of culture and to improve self-esteem and pride in their history.

Multicultural and anti-racism education

Grahamstown Public School addresses Multi-cultural education through:

- integrated themes and perspectives across the K–6 Curriculum
- Peer support
- Promoting tolerance and understanding of cultural diversities within our own community and
- through our core school PBL rules of Act safely, Be Respectful, Cooperate and Do your best, Everyone, Everywhere, Every time.
- The improvement in understanding and tolerance of differences is reflected in the low numbers of students referred for conflict involving racial and/or cultural matters.
- Further awareness raising of the positive differences and similarities of all groups within our community is evidenced through participation in Harmony Day activities.
- Racial Vilification is not tolerated at Grahamstown Public School and the consequences of such actions are the same as for bullying.
- Staff participation in the Connecting to country Program