

Grafton Public School

Annual Report

2017



2060

Introduction

The Annual Report for **2017** is provided to the community of **Grafton 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.

Will Randall

Principal

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School background

School vision statement

Preparing: academically, socially, culturally, emotionally, spiritually and physically, our future resilient global citizens equipped with the skills and knowledge that will allow them to be positive members and contributors.

School context

Grafton Public School is a large comprehensive split site regional primary school located on the lands of the Bundjalung people on the North Coast of NSW. We provide a strong, holistic and inclusive educational program for our local community and the people of the Clarence Valley with Special Education needs with six Special Education classes alongside our 25 mainstream classes, three of which are 'enrichment classes.' Seventeen percent of our student population proudly identify with their Aboriginal heritage. Our school is a strong partner and member of the Grafton Community of Schools; we also work closely with our Local Government and other support and cultural agencies across the Clarence Valley. Our school's caring and supportive environment sets high expectations of staff and students. We deploy "tough love" – a firm, fair and consistent discipline policy which our community supports. We value respectful relationships with open and honest communication.

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.

Our self-assessment process assists the school to ameliorate our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Growth: through Quality Teaching and Leadership

Purpose

Leaders use their 'greater school autonomy' focusing upon instructional leadership and supporting and resourcing quality teaching with all staff encouraged and enabled to seek leadership opportunities. All staff are encouraged and enabled to seek opportunities for leadership at all levels. Teachers and staff engaging in individual, team and shared professional learning enhancing student learning through explicit quality teaching measured against the Quality Teaching Matrix and aligned to the National Standards. The teacher is the biggest influence upon student achievement.

Overall summary of progress

Each teacher established his/her personal teaching growth targets. Each target was meaningfully evaluated against the quality teaching matrix and the AITSL Teaching Standards; By restructuring our timetables, we were able to create increased pedagogical preparation and delivery time focusing upon improved instruction and student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2016: Each teacher establishes his/her personal teaching growth targets. Each target will be meaningfully evaluated against the quality teaching matrix and the AITSL Teaching Standards;	\$52K for Teacher Professional Growth and \$37K for beginning teacher mentoring.	Each teacher established his/her personal teaching growth targets. Each target was meaningfully evaluated against the quality teaching matrix and the AITSL Teaching Standards with evidence to substantiate eth growth.
2016: Creating increased pedagogical preparation and delivery time focusing upon improved instruction and student engagement.	Timetable variations which ahve allowed for teams to meet within school time.	Created increased pedagogical preparation and delivery time focusing upon improved instruction and student engagement.

Next Steps

Develop the alignments between teacher growth targets and the school's growth targets, thus, facilitating a smoother Professional Learning context for all staff. This will also guide Professional Development funding expenditure as well as creating teams of trainers to facilitate staff development.

Strategic Direction 2

Powerful Experiences – High Expectations: Enhancing student effort and delivering quality student achievement.

Purpose

Improving educational outcomes for students is central to everything we do as this will best position students to become global citizens living happy, fulfilling and productive lives.

Overall summary of progress

L3 is fully operational with Early Stage one, Stage one and Year 3 of Stage two. We have over 30 % of staff fully trained in the stage of operation, 40% in their second year of training and the other 30 % in their first year of engagement within the stage. FoR has been taken up by Years three to Year six with varying engagement due to staffing and timetable challenges.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– 100% of Year 1 to Year 6 students will track their own development, in consultation with their class teacher, against the PLAN Literacy and Numeracy continuum utilising the PLAN software to identify their next growth target.	RAM, Low SES funds and School funds allowed the school to employ extra literacy and numeracy teaching staff as well School Learning and Support Officers to implement	85% of Year 1 to Year 4 students tracked their own development, in consultation with their class teacher, against the PLAN Literacy and Numeracy continuum.
All students will engage in the L3 Literacy Program (Kinder to Y2) or Focus on Reading (FoR) comprehension strategies (Y3 to Y6) to improve their reading.	Instructional Leaders employed by DOE for L3 \$326K and Instructional Facilitators deployed by the school through the RAM budget – Low SES \$105K	All students Kinder to Year 2 engaged in the L3 Literacy Program and in Years 3 to Year 6 the Focus on Reading (FoR) comprehension strategies program. Our growth data indicates that our Aboriginal students are performing above their state cohort and our school's growth places us

Next Steps

Initiate timetable and release time, similar to the L3 program, for staff participating in the FoR program to discuss practices and set growth targets for Stages 2 and 3 teaching staff teams, building shared leadership and team and individual competence.

Strategic Direction 3

Simply Sustainable: Delivering Wellbeing, Communication and Opportunity.

Purpose

Promoting and nurturing a culture of excellence by providing supportive, challenging and engaging learning experiences in partnership with our parents/carers and local community in order for our students to become active, informed citizens.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Indigenous students are working in or at their age appropriate cluster expectation (measured against the PLAN continuum) in literacy and numeracy.	3.6 Aboriginal SLSOs from Aboriginal Funding and Ram low socio economic funds.	An aspirationally high target yet we are making steady gains. We have over 60% of students who are operating within the top three NAPLAN bands their grade. NAPALN data shows that our Indigenous students are operating in all aspects well above the state mean., a very pleasing result! We have set high expectations and are finding hte students attaining positive growth.
85% of our students on Green Level – displaying positive behaviour. (measured against entries on Sentral)	Kelso's Choice introduced to Stages two and three. \$15K for staff and SLSos. PBLteam reviewing and revising the school practiuces. \$2.5K	Success!!! Our policy of support and redirection – making sound choices (Kelso's Choice Program and PBL activities) and staff using early intervention strategies.

Next Steps

Move our target for Green Level to 87.5% for all students and have 705 of our Indigenous students attaining at or above expectaion – top three bands of NAPLAN. Also strengthen our Learning and Support team.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>\$140 000 LaST Teacher Salaries</p> <p>\$ 100 000 additional SLSO Salaries supporting student learning.</p>	<p>Our students attended their own Special Education Camp, three nights and four days, which gave them practical survival and social existence skills.</p> <p>Improved educational and behavioural outcomes due to allocated support officers, as indicated in the students' Growth against the PLAN continuum and their attendance records. All staff wrote PLPs which reflected the adjustments being applied within their teaching programs.</p>
Socio-economic background	<p>Funding for Excursions: \$ 8K</p> <p>Funding for Performances \$ 2K</p> <p>Funding for Enrichment Programs \$ 10K</p> <p>Staffing Teachers and SLSOs \$ 250K</p>	<p>Inclusive programs whereby all students attended visiting performances, excursions and school events – no child missed out due to a family's financial circumstances.</p> <p>Opportunities to participate in the various school enrichment programs: visual arts – painting, photography, pottery; dance – indigenous and contemporary; music – choirs, bands, recorder groups; IT – computer club; Science – Green team, Gardening group, Dinosaur Club; Social – Board and Card Games group; Physical – Kilometre Club, Bike riding group, Bowls group, Hockey Group, Netball group.</p> <p>Enrichment Programs – GCoS Science and PSSA Teams.</p> <p>Staff employed to facilitate small group engagement in Literacy and Numeracy programs within classrooms as well as Mini and Multi Lit Programs and Reading Recovery.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	335	350	348	343
Girls	308	314	333	350

Our school numbers have shown slow yet positive growth due to the town expanding short term employment opportunities – the highway, bridge and correctional centre. Also, we have a positive reputation and there is a drift from the non-government sector.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	94.4	91.9	94.8
1	91.5	93.1	91.8	91.8
2	93.9	93.2	93.6	93.2
3	93.5	93.1	92.4	94
4	94.4	92.3	93	93
5	92.9	94	93.3	92.1
6	94.8	94	93.3	93.1
All Years	93.6	93.4	92.7	93.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our attendance would be at 96.4 or better if we removed the two families and three other students who are chronic non-attenders. We have followed the Department Attendance Policy with letters being issued to the parents/carers of students whose attendance is below 85%. We follow this up with further letters notify parents/carers of their responsibility to ensure their child attends school and then a meeting with the

parent/carers and the recalcitrant student(s) devising an attendance plan. From this point, if no positive action is forthcoming on the part of the parent/carer, we move the case onto the local Home School Liaison Officer who then proceeds the case to court, if required after further attempts at mediating an attendance plan have failed.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	30.33
Teacher of Reading Recovery	0.82
Learning & Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.66
Other Positions	0

*Full Time Equivalent

This year we have two full time Aboriginal Student Learning Support Offices(ASLSOs) and two part time ASLSOs split across our two campuses. This has been a direct result of our Resource Allocation Model – Aboriginal Funding. They are supporting students within classrooms as well as out in the playground. As well, they have been keeping our community connected and supported. We also have one person working with our teaching and office staff as a member of our administration staff and three teaching staff. We are proudly promoting our belief in and support of our students heritage, their culture and history.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93
Postgraduate degree	7

Professional learning and teacher accreditation

This year we now have 35% of our teaching staff who are accredited with the NSW Educational Standards Authority known as NES. At the commencement of 2018 all our staff will be accredited as they move into the last phase of all teachers being accredited.

We had \$21K to spend on Professional Development in the areas of literacy and Numeracy, and a further \$37K for those staff in their first year of teaching leading towards proficient accreditation.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

- Voluntary school contributions have been collected this year by the school which totaled \$3.5K. We used these funds to support our Creative Arts and IT programs.
- There was one area which experienced a significant variation between income and expenditure, this being staff leave due to illness whereby we are over spent by \$37K approximately. The final figure is unknown as we have moved from OASIS funding to LMBR (SAP/SALM) funding with the transition not allowing accurate financial information at the time of constructing this report. We are still awaiting our final financial operational budget for 2018 and it is now May 2018.
- We show high levels of retained income as it is for the payment of staff between September and December 2017.
- Significant expenditure on technology has kept our students up to date with current technological developments.
- All funds have been appropriated for the engagement and growth of our students. We have designed our budget to zero balance at the end of the 2017 year and believe this to be the case without a full final and accurate financial disclosure by the DoE as to our financial operation for 2017 at the time of writing this report.

Receipts	\$
Balance brought forward	223,408
Global funds	483,831
Tied funds	1,396,291
School & community sources	152,228
Interest	5,140
Trust receipts	16,957
Canteen	0
Total Receipts	2,054,447
Payments	
Teaching & learning	
Key Learning Areas	29,860
Excursions	85,805
Extracurricular dissections	50,479
Library	500
Training & Development	0
Tied Funds Payments	926,506
Short Term Relief	133,732
Administration & Office	95,342
Canteen Payments	0
Utilities	45,010
Maintenance	15,125
Trust Payments	26,786
Capital Programs	5,850
Total Payments	1,414,996
Balance carried forward	862,860

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	928,012
Appropriation	868,999
Sale of Goods and Services	4,071
Grants and Contributions	54,856
Gain and Loss	0
Other Revenue	0
Investment Income	86
Expenses	-583,404
Recurrent Expenses	-583,404
Employee Related	-429,087
Operating Expenses	-154,317
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	344,607
Balance Carried Forward	344,607

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

- Our school's financial management processes and governance structures which meet the DoE financial policy requirements include the establishment of a Business Manager Position for 0.4 (two days) of the week. We also have a Finance committee comprising of the Business Manager, SAM, Principal, one executive staff member and one staff member. This committee meets twice per term and allocate funds to meet the School Plan targets and milestones. Staff teams are also allocated funding upon request to the committee. Each year the teams complete projected budgets for the next years operation. All mandatory requirements are also financed from within the school budget.
- Spending patterns accommodating leave and illness have not yet been addressed by the

SAP/SALM finance arm of the DoE thus we have no real time understanding of where we are placed with respect to being either over or underspent in this ledger field of our budget. Thus we are following a full drift ahead operation within the realms of that which is possible.

- Our intended use of the funds available is for the engagement and growth of our students within Literacy, Numeracy and the other curriculum areas as well as their Social development. To achieve this much is being invested in the development of quality teaching practices which facilitate and optimise student learning.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,178,645
Base Per Capita	109,858
Base Location	4,578
Other Base	4,064,209
Equity Total	952,753
Equity Aboriginal	151,193
Equity Socio economic	569,083
Equity Language	0
Equity Disability	232,477
Targeted Total	1,367,778
Other Total	685,054
Grand Total	7,184,231

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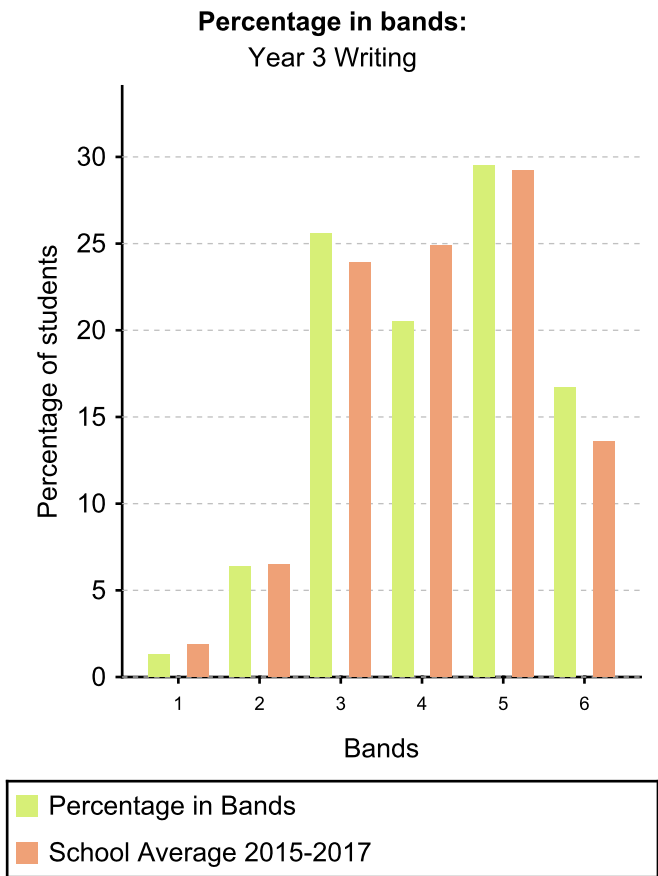
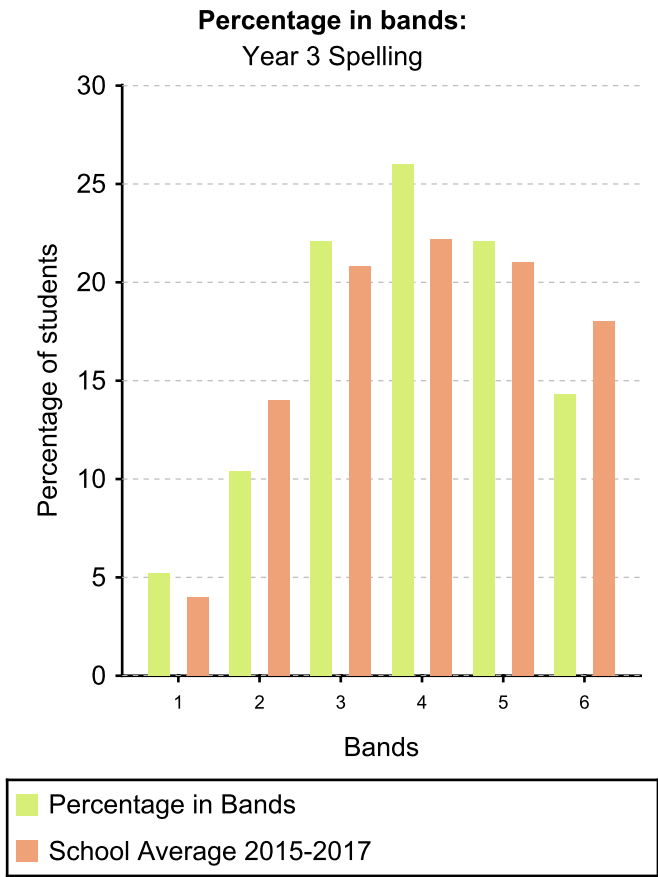
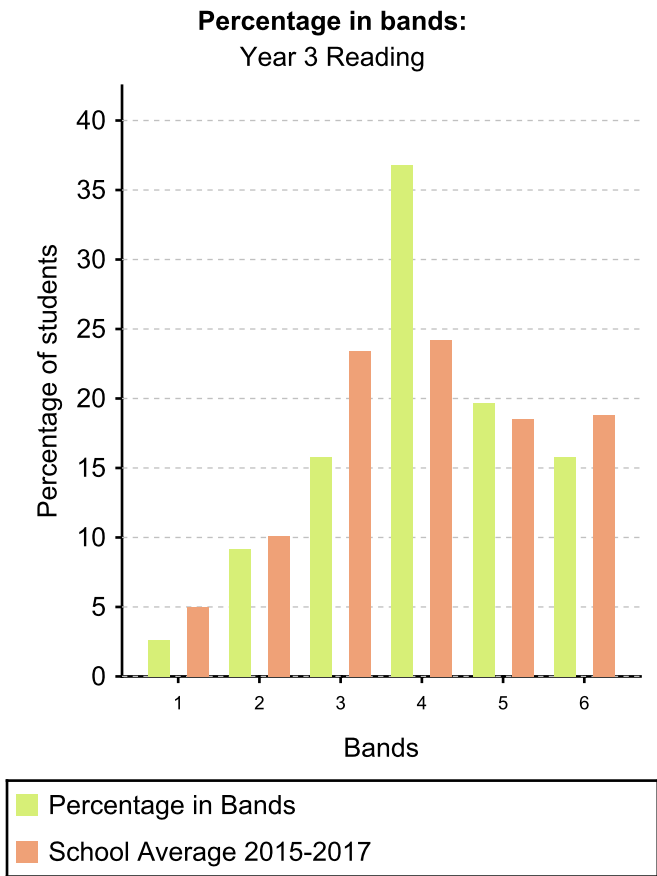
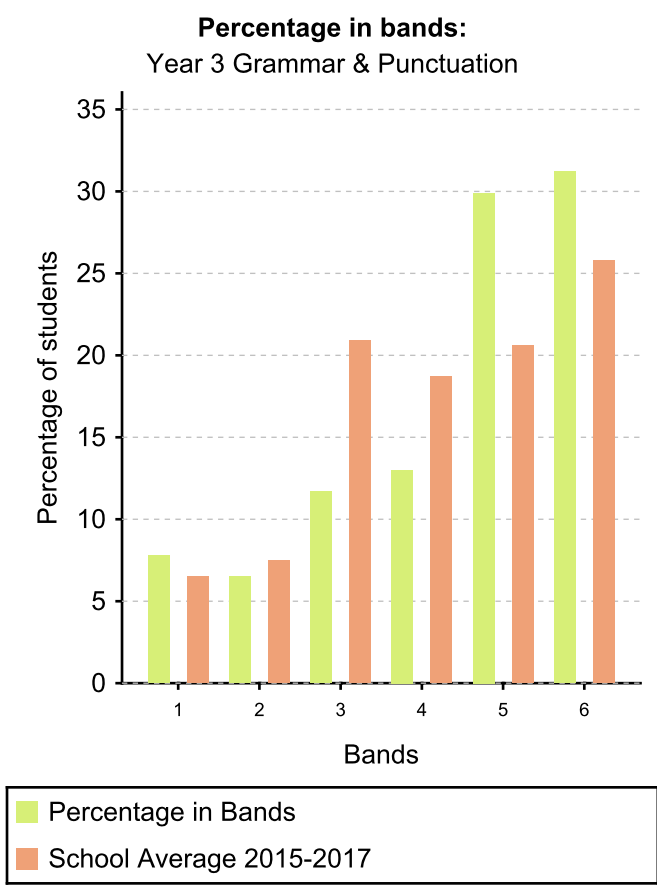
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

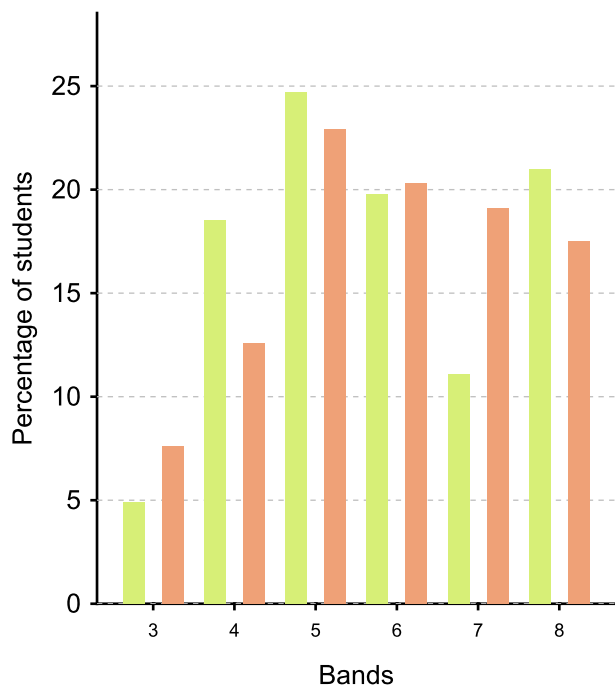
NAPLAN

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.

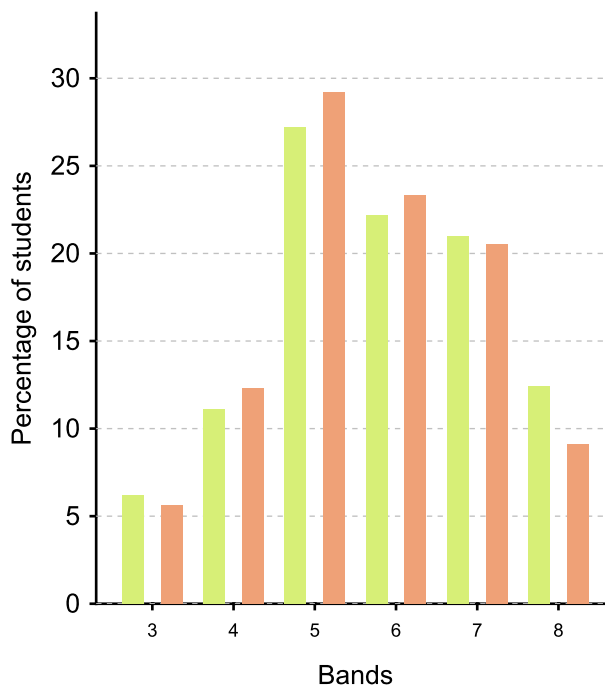
Literacy takes in two main areas: Reading and Writing – including Grammar and Punctuation and Spelling. Overall it is pleasing to witness the positive growth. Our teaching practices are continuing to be refined which is providing our students with a stronger understanding and skill set. Improved student experiences bears the development of our student growth into the future.



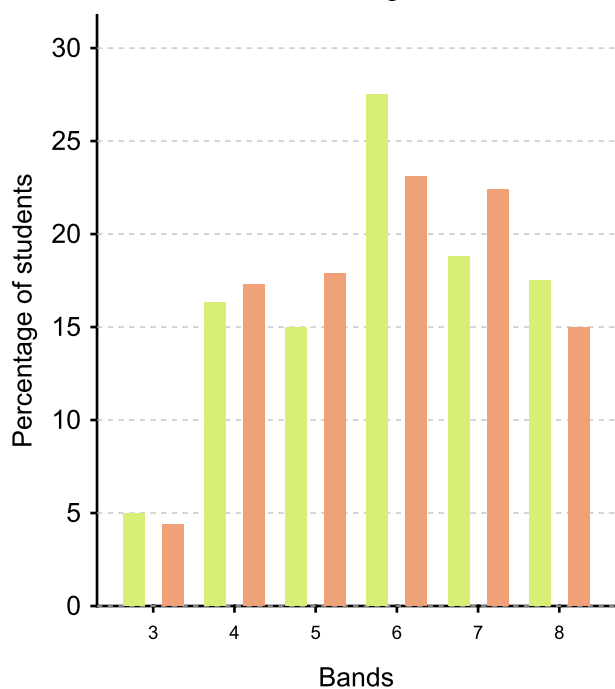
Percentage in bands:
Year 5 Grammar & Punctuation



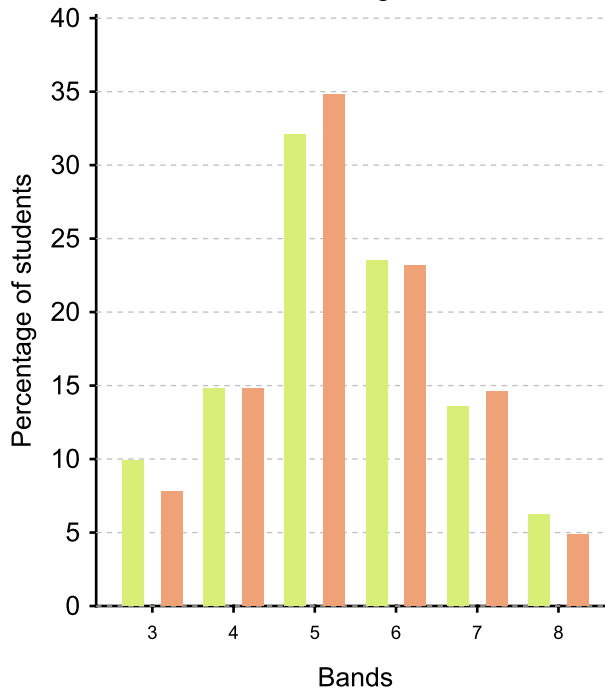
Percentage in bands:
Year 5 Spelling



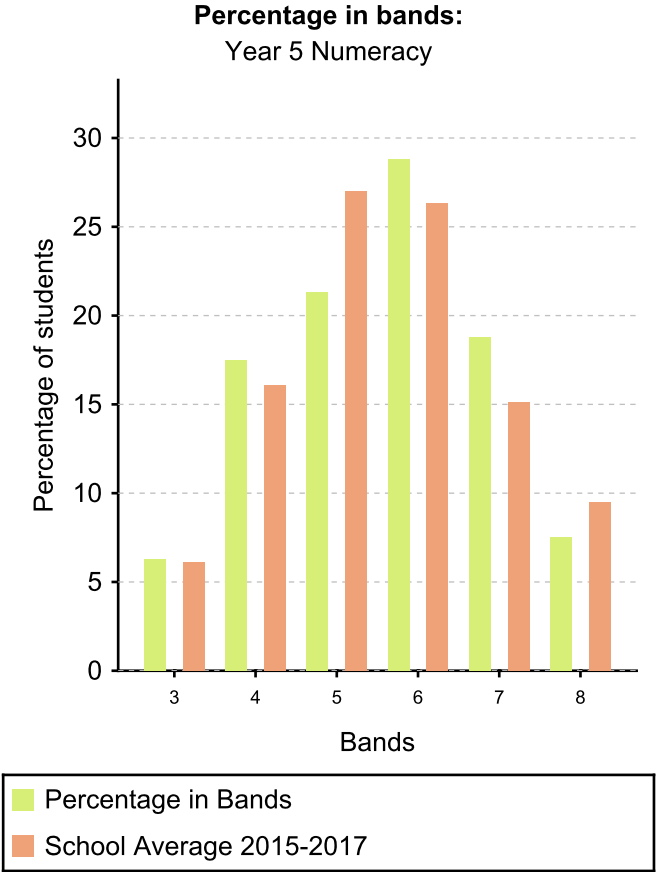
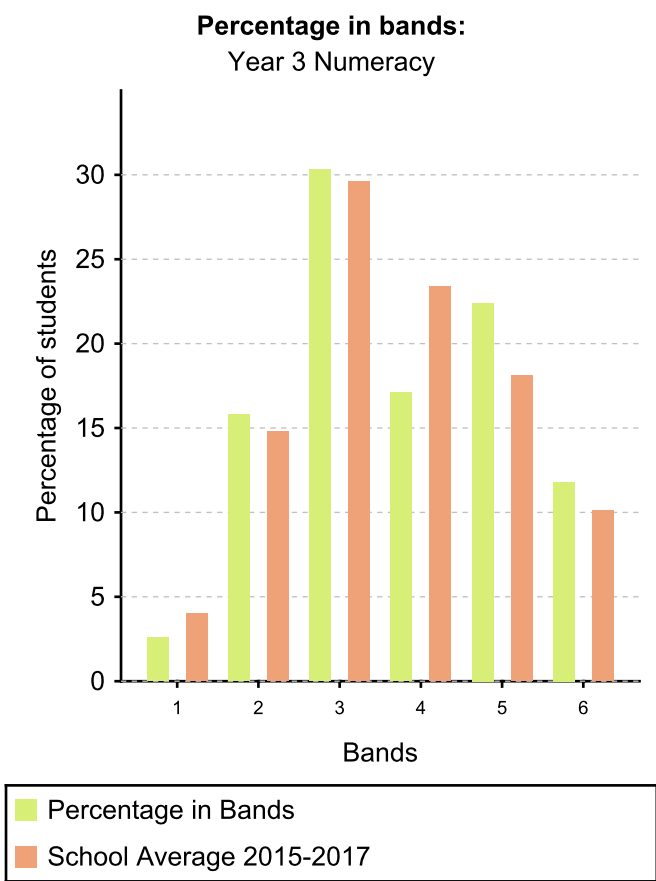
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Our target has been to improve our students numeracy skills. To this end we have made some positive gains however we are still focused upon lifting the growth through the middle and upper bands. It is pleasing to note that the TEN program (K– Yr3) is starting to have an impact however this is only one cohort. It is a target of our revised school plan and it will be a long term goal to remediate this aspect of our students performance until both local and school environments amalgam with the set priority of improved number recall and application.



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

All surveys carried out throughout the year indicate that the community, parent and student perceptions of our school see it as being a fair, just and happy environment in which students are given a variety of opportunities to extend and enrich themselves whilst still being allowed to be children. Our STAR values/rules has been further embraced by our community who are also using some of our strategies at home, such as discussing good and bad choices and consequences of choices. It is pleasing to note that the word on the street is that we are doing a 'good job.'

Policy requirements

Aboriginal education

We have continued our support of our indigenous students and their heritage. Culture and connectivity are highlighted within our themes of study. We help ensure the Bundjalung language is being perpetuated through our teaching of it by our Aboriginal Student Learning Support Officers, who are on country. Our commitment to our local Bundjalung dance group has witnessed over twenty students participating in dance, both ceremonial and contemporary. We have embraced our connectivity with our local AECG and look forward

to our continued celebration of our First Nation citizens.

Multicultural and anti-racism education

We have witnessed a three fold increase in the number of students who are from overseas countries. Our school has an anti-racist teacher who students know they can report to if they feel they have been unfairly treated by others in a non-inclusive and racist manner. We have many units of social growth based around our countries inclusive practices and our history of migration. This year we have introduced Muslim scripture as an option for our students alongside our christian based scripture classes.