

Griffith North Public School

Annual Report



2017



4027

Introduction

The Annual Report for **2017** 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.

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Principal

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School background

School vision statement

Griffith North Public School aims to provide a dynamic learning environment where we foster the values of care, respect and responsibility within our students.

At Griffith North Public School we believe that education is personalised so all students are challenged, motivated and engaged. Our goal is for students to value learning and find success along their educational journey.

Our mission is to inspire lifelong learning in our students. We 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 23 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 wellbeing.

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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning we were:

- excelling in Wellbeing and Curriculum and Learning;
- sustaining and growing in Learning Culture, Assessment and Reporting; and
- delivering for Student Performance Measures.

In the domain of teaching we were:

- excelling in Collaborative Practice; and
- sustaining and growing in Effective Classroom Practice, Data Skills and Use, Learning and Development and Professional Standards.

In the domain of leading we were:

- sustaining and growing for Leadership, School Resources and Management Practices and Processes; and
- delivering for School Planning, Implementation and Reporting.

Our self-assessment and the external validation process will assist the school to refine 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

Teaching Excellence

Purpose

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

Overall summary of progress

During 2017 'Teaching Excellence' continued to be a focus. Staff engaged in professional learning around effective classroom practice. A focus for year 3–6 teachers was place value and mathematics. The QTSS teacher supported primary teachers to utilise place value assessments, implement resources and differentiated activities, to support development of place value concepts. All staff completed Phase 1 of How2Learn pedagogy and components of this program are embedded and evident throughout classroom practices. All staff participated in professional learning around the Seven Steps to Writing Success, which saw staff embrace the explicit teaching of writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Teachers will demonstrate the aspects of Visible Learning in their classroom.	Professional learning funds \$3000 QTSS \$29 456	<ul style="list-style-type: none">Staff completed module 5 of How2Learn and implemented aspects into their teaching and learning programs;All teachers use learning intentions with some lessons.
<ul style="list-style-type: none">An increase of at least 8% of all students in the top two bands in all NAPLAN assessments.	Socio economic funds to provide additional teaching learning and support time and additional SLSO time. \$132 713	Percentage of students in the top two bands in the 2017 NAPLAN assessments; <ul style="list-style-type: none">Year 3 Reading 37.5%;Year 3 Writing 29.2%;Year 3 Spelling 35.4%;Year 3 Grammar and Punctuation 50%;Year 3 Numeracy 21.3%.Year 5 Reading 21%Year 5 Writing 11.6%Year 5 Spelling 16.3%Year 5 Grammar and Punctuation 18.6%Year 5 Numeracy 11.6% There were no increases by 8% in 2017.
<ul style="list-style-type: none">30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.	Aboriginal background funds to support students \$35 907	The percentage of indigenous students in the top two bands for 2017 NAPLAN and the percentage of improvement from 2016 <ul style="list-style-type: none">Year 3 Reading 25%; increased by 8.3%Year 3 Writing 0%Year 3 Spelling 25%; increased by 8.3%Year 3 Grammar and Punctuation 50%; increased by 33.3%Year 3 Numeracy 25%, increased by 25%Year 5 Reading 14.3%Year 5 Writing 14.3%, increased by 14.3%Year 5 Spelling 14.3%, increased by 14.3%Year 5 Grammar and Punctuation 28.6%Year 5 Numeracy 0%

Next Steps

- The 2018–2020 School Plan will continue to focus on Quality teaching, looking at evidence based research teaching strategies;
- Continue to have an identified teacher in the QTSS role to support all teachers and provide quality feedback to teachers on a variety of aspects within teaching and learning;
- Continue to employ additional learning and support teachers to support students with literacy and numeracy;
- Continue to employ an Aboriginal Education Officer to support Aboriginal students; and
- Seek out quality professional learning to support teachers to improve 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 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

During 2017, staff participated in a variety of professional learning to support 'Dynamic Learning'. A whole school focus was on writing and the Seven Steps to Writing Success program was implemented. Mathematics was a focus and additional funds were used to purchase resources to ensure all classrooms from K–6 had appropriate resources, so TEN for K–2 and place value for years 3–6 could be supported. During 2017, MiniLit was also introduced to support students from K–2 who needed additional literacy support.

The School Budget Allocation Resource was used to employ an additional teacher to form an extra class and also to employ other additional teachers, in the role of Learning and Support Teachers. Both these strategies allowed for better student teacher ratios and for learning to be directed to specific needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased number of students achieving stage appropriate cluster markers for literacy and numeracy on the continuums.	Low level adjustments for disability funding \$162 204 Socio economic funding \$132 713 QTSS funding \$29 456	An increase in the percentage of students achieving stage appropriate clusters for literacy; Increased percentage of teachers using PLAN data to inform their teaching; PLAN data used to support students one cluster below during learning and support time.
<ul style="list-style-type: none">Increased number of students will show growth in NAPLAN Data in the different aspects of literacy and numeracy.	Low level adjustments for disability funding \$162 204 Socio economic funding \$132 713	<ul style="list-style-type: none">61% of Year 5 students achieving greater than or equal to expected growth in Reading;56.1% of Year 5 students achieving greater than or equal to expected growth in Writing;56.1% of Year 5 students achieving greater than or equal to expected growth in Spelling;58.5% of Year 5 students achieving greater than or equal to expected growth in Grammar and Punctuation;58.5% of Year 5 students achieving greater than or equal to expected growth in Numeracy.

Next Steps

- The 2018–2020 School Plan will continue to focus on Student Learning, ensuring that evidenced based learning and researched pedagogies support student learning;
- Focus on student voice within their learning, so that they develop learning goals and provide feedback to teachers about their own learning;
- Continue to use student data to inform teaching and to differentiate learning;
- Use School Budget Allocation to employ additional teachers to provide additional learning and support to students who are one cluster off achieving expected cluster markers;
- Purchase resources to support student engagement; and
- Ensure all staff participate in high quality professional learning to support student 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 and students 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 has proven to be an effective measure to promote wellbeing within our school. Our clear expectations for both students, teachers and parents ensure that our policy is fair and consistent for all students. This year students have been given a greater voice within PBL as they introduce the focus of the week, lead the school chant at the whole school assembly and chose additional whole school rewards. The PBL committee have promoted PBL within the newsletter weekly and a pamphlet at the beginning of the year. The committee have also introduced a whole school ticket reward systems reinforcing the focus of the week.

Parent engagement continues to grow. Parent information sessions for H2L and Cyber Safety were held throughout the year. Class information sessions were held on the same night as discos, which enabled parents to stay at school, while their children attended the disco. This led to an increase in the number of parents attending.

All staff participated in Growth Coaching training during Term 3 School Development Day. They had the opportunity to focus on giving feedback to other colleagues and focusing on aspects to improve their teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• An increasing number of students showing positive behaviours for effective learning.	Professional learning funds to support PBL to be implemented \$4000; Student prizes and awards	<ul style="list-style-type: none">• suspensions reduced by 50%, (from 16 in 2016 to 8 in 2017);• 5.5% of students being placed on levels;• PBL data shows less timeouts compared to 2016.
Increased community involvement in <ul style="list-style-type: none">• P&C attendance• School Council attendance• Community meeting attendance• attendance at school events• numbers of parent volunteers		<ul style="list-style-type: none">• more parents attending parent information sessions;• increase in parents and caregivers attending P&C meetings;• School Council Meetings well attended;• Termly "Yarn-Up" meetings well attended;• All school functions are well attended by parents and caregivers, such as sporting carnivals, concert and assemblies.

Next Steps

- Wellbeing will be a strategic direction for our 2018–2020 School Plan, focusing on PBL;
- Implement Tier 2 and Tier 3 of PBL into our Wellbeing Policy;
- Continue to research and implement other wellbeing strategies to support students within our school, such as mindfulness;
- Continue to hold functions, such as discos on the same night as parent information evenings, to support parental engagement;
- Continue to hold information sessions for parents, to keep them informed about student learning at GNPS;
- Continue with the collegial coaching process to complete classroom observations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$35 907	<p>An Aboriginal Education Officer (AEO) was employed for three days a week for three hours a day for the year. She focused on Early Stage One students for Term One, Stage 1 students during Term Two, Stage 2 students during Term Three and Stage 3 students during Term Four. Students became more engaged and improved student outcomes. Our AEO would also work with students on their Personalised Learning Pathways (PLPs).</p> <p>Funds were also used to purchase additional resources to support the teaching of Aboriginal Education.</p>
English language proficiency	\$52 540	<p>This funding was used to employ an EAL/D teacher for two and a half days a week through out Terms 1 to 4. The impact of this funding has been that students have increased their ability to communicate using English and there has been an improvement in their outcomes.</p>
Low level adjustment for disability	\$162 204 Teacher staffing \$111 731 Flexible funding \$50 473	<p>Learning and Support Teachers were employed. The teachers focused on supporting students both socially and academically in and out of the classrooms. Some students had intensive support and were withdrawn from the classroom and others had their support in the classroom. The PLAN data and NAPLAN data have shown student growth in literacy and numeracy.</p> <p>School Learning and Support Officers (SLSOs) were also employed using the flexible funding. They support students in the classroom or by running the MiniLit or MultiLit programs with students. This support led to students improving their literacy and numeracy skills, along with their self esteem.</p>
Quality Teaching, Successful Students (QTSS)	\$29 456	<p>During 2017 a teacher was employed one and a half days week to support teachers. The focus during 2017 was to support 3–6 teachers with mathematics, in particular with place value. This teacher would give demonstration lessons, observation lessons and team teach with staff members. The impact of this funding was that all 3–6 students within classrooms focused on place value, and teachers gained skills in differentiating lessons around place value. Students were all aware which place value group they were in and what they needed to learn to move to the next place value level.</p>
Socio–economic background	\$132 713	<p>This funding was used to employ an additional classroom teacher to form the 15th class. The impact from this allowed all classes to be smaller and enabled a better student teacher ratio for all students, which led to improved student outcomes.</p>

Socio-economic background	\$132 713	The remaining socio economic funding was used to employ additional learning and support teacher time for students. This teacher worked with the students who were one cluster below the expected cluster markers. This led to students moving along the continuums, which was reflected in our PLAN data.
Support for beginning teachers	\$40 350	During 2017, three teachers received Beginning Teachers support funding. These funds were used to provide the teachers with an additional one hour a week RFF, and additional days release to complete their accreditation. The funding was also used to employ a teacher half a day a week to mentor and support the beginning teachers. The impact of this funding was that the beginning teachers felt well supported and two out of the three completed their accreditation.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	187	188	186	179
Girls	181	167	183	181

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.4	92	91.9	89.9
1	92.6	92.7	91	93.1
2	93.4	92.7	92.7	91.2
3	90.9	91	94.1	93.6
4	93.4	91.3	91.4	94.8
5	93.7	92.7	92.3	93.5
6	92.3	94.8	93.2	94.5
All Years	92.7	92.5	92.4	93
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

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
KC	17
K/1A	20
KD	19
1/2M	24
1P	22
1A	24
2UV	25
2/3M	22
3A	23
3/4D	24
4P	26
4/5T	26
5/6M	26
5W	25
6D	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	13.48
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	3.48
Other Positions	1

*Full Time Equivalent

The Indigenous composition of staff at GNPS is 6%.

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	0

Professional learning and teacher accreditation

During 2017, 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.

Three staff members attended Seven Steps to Writing Success professional learning and then trained the staff in this throughout the year. Our Term 3 School Development day was dedicated to coaching professional learning, which was delivered by "Growth Coaching International."

Three teachers attended the LEAP conference, one teacher attended MultiLit training and one teacher attended Ian Luscombe course regarding behaviour management. Two teachers attended a course on autism with Sue Larkey.

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

The wellbeing of students and staff was also a key focus during 2017 for professional learning. Our PBL coach attended several coach network training days and four teachers attended the PBL reload training. Staff also participated in several professional learning meetings focusing on PBL and the wellbeing self-assessment tool.

Aboriginal Education continued to be a focus for professional learning during 2017. Staff participated in "Black ANAZC", "Stolen Generation" and Otitis Media professional learning from the Aboriginal Education Learning and Wellbeing officer. One staff member attended training in "8 Ways" and then trained the staff in this professional learning.

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 about Learning Management Business Reform (LMBR).

Weekly staff meetings and School Development Days

(SDD), focused on the NSW Syllabus implementation, How2Learn (H2L), school planning, external validation and coding. The majority of staff participated in these professional learning opportunities.

In 2017, the total expenditure on professional learning was \$39 916.23. \$14 003.93 on course fees and \$25 912.30 on teacher and SLSOs salaries.

This year we had two new scheme teachers complete their accreditation and two new scheme teachers working towards their NESA accreditation.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	268,776
Revenue	3,879,612
Appropriation	3,761,499
Sale of Goods and Services	0
Grants and Contributions	115,818
Gain and Loss	0
Other Revenue	570
Investment Income	1,724
Expenses	-3,714,913
Recurrent Expenses	-3,714,913
Employee Related	-3,340,766
Operating Expenses	-374,147
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	164,699
Balance Carried Forward	433,475

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	2,468,734
Base Per Capita	56,393
Base Location	44,171
Other Base	2,368,170
Equity Total	383,365
Equity Aboriginal	35,907
Equity Socio economic	132,713
Equity Language	52,540
Equity Disability	162,204
Targeted Total	343,414
Other Total	444,964
Grand Total	3,640,477

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.

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. Go to <http://www.myschool.edu.au> to access the school data.

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

- Year 3 Reading 37.5%;
- Year 3 Writing 29.2%;
- Year 3 Spelling 35.4%;
- Year 3 Grammar and Punctuation 50%; and
- Year 3 Numeracy 21.3%.

Year 3 students achieving the top two bands improved in Reading, Writing and Grammar and Punctuation.

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

- Year 5 Reading 21%
- Year 5 Writing 11.6%
- Year 5 Spelling 16.3%
- Year 5 Grammar and Punctuation 18.6%; and
- Year 5 Numeracy 11.6%.

Year 5 students achieving the top two bands improved in Writing.

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 25%;
- Year 3 Writing 0%;
- Year 3 Spelling 25%;
- Year 3 Grammar and Punctuation 50%; and
- Year 3 Numeracy 25%.

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

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

- Year 5 Reading 14.3%
- Year 5 Writing 14.3%
- Year 5 Spelling 14.3%
- Year 5 Grammar and Punctuation 28.6%; and
- Year 5 Numeracy 0%.

Year 5 students achieving the top two bands improved in Writing and Spelling.

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

Seventeen 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 scheduled when they could not 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 opportunities concerning their child's future;
- 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;
- 37% of parents who responded had been involved in committees at school;
- most parents supported learning at home, and some felt they needed to spend more time discussing with their child how well they were doing in class;
- on average the majority of parents spend 30 mins helping their child with home learning and students spend 30 mins on home learning per week;
- the majority of parents felt learning was supported by GNPS, with teachers encouraging students to 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

Nineteen 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 –8.2
- Collaboration –8.7
- Learning Culture –8.1
- Data Informed Practice –8.2
- Teaching Strategies –8.3
- Technology –6.6
- Inclusive School –8.4
- Parental Involvement –7.1

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 –7.8
- Planned Learning Opportunities –8
- Quality Feedback –7.7
- Overcoming Obstacles in Learning –7.9

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

- 84% of teachers believed that school leaders are leading improvement and change at GNPS;
- 84% of teachers felt that the school leaders clearly communicate their strategic vision and values for our school; and
- 42% of teachers have been involved in the accreditation process;

Student Responses

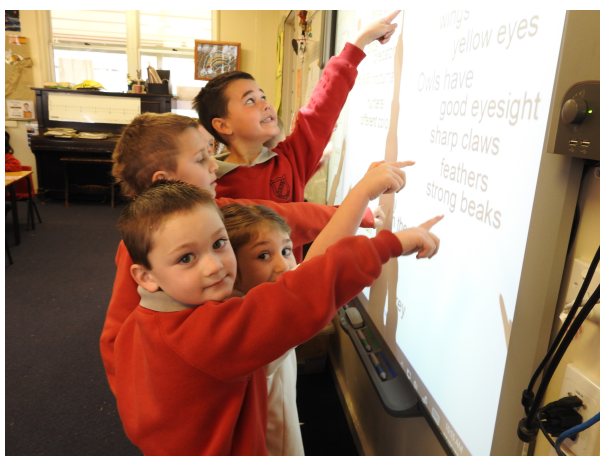
Students from Years 4, 5 and 6 participated in the Tell Them From Me Survey twice during 2017. The first survey was held in March and the second was in September. The Tell Them From Me Survey focused on Social and Emotional Outcomes and Drivers of Student Outcomes. The following are the responses from the Social and Emotional Outcomes;

- in March 86% of students played sport with an instructor at school and in September 84% of students did;
- in March 62% of students were involved in extracurricular activities and in September 55% were;
- in March 80% of students stated they had a high sense of belonging and in September 80%;
- in March 89% of students had positive relationships and in September 86% did;
- in March 94% of students stated that they valued school outcomes and in September 95% did;
- in March 52% of students stated they have positive home learning behaviours and in September 47% did;
- in March 87% of students believed they had positive behaviour at school and in September 85% of students did;
- in March 80% of students were interested and motivated in their learning and in September 81% were; and
- in March 95% of students felt they tried hard with their learning and in September 93% did.

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

- in March 86% of students felt that classroom learning was effective and in September 84% of students did;
- in March 81% of students felt that their learning

- was relevant and in September 83% did;
- in March 84% of students felt classroom instruction was well organised, with a clear purpose and with appropriate and immediate feedback and in September 85% did;
- in March 29% of students felt they had been bullied at school and in September 33% did;
- in March 82% of students felt they had someone at school who consistently provided encouragement and who they can turn to for advice, while in September 81% did;
- in March 88% of students felt teachers were responsive to their needs and in September 85% of students did;
- in March 71% of students felt there were clear rules and expectations for classroom behaviours and in September 72% of students did; and
- in March 88% 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 \$35 907 in Aboriginal background funding in 2017.

Our Aboriginal Education Team held a community meeting early in Term 4 2016 to discuss options for spending the Aboriginal background funds. It was decided to continue employing our Aboriginal Education Officer, Michelle Russell to support students with their learning while also trying to engage the community. Michelle was employed for the year for 3 hours per day for 3 days a week. She supported all Aboriginal students from Kindergarten to Year 6. She worked with Kindergarten students during term 1, Stage 1 students during term 2, Stage 2 students during term 3 and Stage 3 students during term 4. The Aboriginal Education Team also decided to spend the remaining funds on Aboriginal resources to support Aboriginal Education at GNPS.

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

Staff participated in 8 Ways professional learning,

which involved including Aboriginal pedagogy in all KLAs and two staff members participated in MGoals professional learning, which is looking at a new way to write PLPs.

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 last week of Term 2, 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 competing 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 three of the state. This was their third consecutive year competing in the State competition;
- in Term 3, 21 students received Proud and Deadly Awards at the Griffith District Indigenous Awards assembly at Griffith High School;
- Year 5 and 6 students participated in the local Walanmarra Gundyarri Gala day; 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 all children to have tolerance and respect for different cultures through an integrated, inclusive 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 and demonstrate an increased level of 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 grouped into different age groups and rotated around the school to different teachers during the day. This was then followed by a whole school Assembly.

Mr Lachlan Pendlebury undertook professional learning to become the Anti-Racism Contact Officer (ARCO) at GNPS.