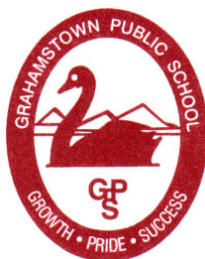


Grahamstown Public School

Annual Report



2017



4609

Introduction

The Annual Report for **2017** 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.

Michele Winn

Principal

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Message from the Principal

I am delighted to be the Principal of Grahamstown Public School. Dedicated and caring staff provide high quality education and care through a balanced curriculum and learning opportunities designed to engage each individual and cater for the whole child.

Teachers work in conjunction with the Learning Support Team to provide point of need learning and use data to drive programs designed to meet the needs of all students in their classes. Staff are passionate about learning and supporting students to be the best they can be.

Students at Grahamstown Public School have the opportunity to participate in a number of programs and initiatives which enhance their learning and achievement in academic, social, emotional, cultural and sporting aspects of education. Students are encouraged to participate in many sporting teams, creative and performing activities such as choir, dance, musical theatre and drumming, public speaking competitions both within the school and externally, and competitions run by external agencies. Students participate in garden club, a bike group, knitting circle, friendships groups and organised lunch time activities run by student leaders.

Grahamstown Public School is a place where; Together we grow with pride, learn for life and strive to be the best that we can be!

Michele Winn

Principal

Message from the students

Student Representative's Message

As the 2017 school captains of Grahamstown Public School, we have had the opportunity to be part of so many events such as representing the school, sporting events, fundraisers and so much more.

We have had the opportunity to represent our school on ANZAC Day. We were honoured to lay a wreath and speak on behalf of all the brave soldiers that fought for our country.

On the 30th of June we held a fundraiser, where we dressed up in onesies to raise money for Diabetes Australia. As part of our fundraising we also held a successful cake stall at the bi-annual school concert and coordinated with students and staff on 'Nuf Nuf Day' which is a mini fete put on by the senior students for the rest of the school.

In August we had Grandfriends come in for Grandfriend's Day. Grandfriends Day is where students' Grandfriends come in and look at the work the children have done throughout the year, and we also had a picnic lunch.

Earlier this year, every year 6 had the opportunity to participate in 007 duties around the school. This teaches them responsibility and leadership which will help as they become older.

I'm sure the captains and prefects elected for 2018 will do a great job, so good luck and best wishes to all of them. Thank you to students for choosing us to be your leaders and role models for 2017. We hope we have helped the next generation of leaders.

Lilliana Eneliko and Sean Tang.

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 353 students from an increasingly diverse cultural heritage, including 51 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 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 following results are indicative for Grahamstown Public School;

Delivering in the Elements of Wellbeing, Assessment and Reporting, Effective Classroom Practice, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

Sustaining and Growing in the Elements of Learning Culture, Curriculum and Learning, collaborative Practice, Learning and Development, Professional Standards and Leadership.

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

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

Our efforts to improve student achievement through the provision of ongoing Professional Learning and embedded common practice has seen success over the last three years. This culture of self improvement for staff and students has continued to grow.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN results will reflect 60% of students achieving in the top three bands for literacy.		In Literacy we saw the following results for of students in the top 3 bands of NAPLAN: Year 3 – 71.4% Year 5 – 59.8%
School data will show 100% of student's value adding to their results in reading and writing across a school year.		While we don't have 100% of our students reaching expected growth across the year, we have had huge improvements in Reading and Writing whereby two thirds of our students have value added.
All staff will use valid assessment for guiding the development of teaching and learning programs.	Instructional Leaders. Stage supervisors	Data is checked and analysed and recorded for EafS and BiU purposes. Data is used to determine targeted groups for intervention across the school as per EafS and BiU initiatives.
100% of staff incorporate WALT and WILF (learning intentions into teaching and learning practice.	Instructional Leaders. Stage supervisors	WALT is using the language of syllabus in all areas of English and numeracy as evidenced through class teaching and learning programs. This is evidenced in 100% of teaching and learning programs.

Next Steps

- Develop the skills in teachers to routinely use evidence of learning to inform their teaching. Build staff skills in analysing data, identifying learning progress and in giving students opportunities to receive and give feedback on their learning.
- Development of cohort programs that are collaboratively designed and show accommodations and adjustments to suit needs as they arise.
- The explicit teaching of FoR strategies across Year 3 – 6 and L3 across ES1 and S1. Teachers define success criteria and provide feedback to support improved student learning.
- Continued professional learning in the area of Data concepts, analysis and use of student assessment data to drive future directions for individual students. Improved efforts to engage the school community to reflect on student progress and achievement data and develop plans for improvement.
- Develop processes of planning, implementation and self assessment to develop a collaborative school plan that engages the staff, students and broader school community and includes analysis of learning and wellbeing data.
- Further engaging of the school community in developing aspirational expectations for all students and developing stronger collaboration and partnerships in learning with parents.



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

The supportive organisational structures and high expectation for all have empowered the school staff to strive for self improvement and have built the leadership potential of collegiality of all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff PDPs are developed and achieved by all staff.		Completed PDPs with discussions with principal taken place to discuss goals for 2018. PDPs for non Teaching staff developed.
100% of staff are working with a mentor on targeted improvement and goal setting.	QTSS Instructional Leaders	All staff working with supervisor, mentor or Instructional Leader on achieving set goals.
100% staff engaged in collegial planning days and focused lesson observations.	QTSS Instructional Leaders	All staff participated in stage planning days and focussed lesson observations that were followed by reflections and feedback sessions.

Next Steps

- Develop a whole school approach to professional practice and the monitoring of accreditation of all staff.
- Develop a culture of effective evidence based teaching by maintaining a focus on distributed instructional leadership.
- Develop a process to collaboratively review teaching practice to affirm quality and address underperformance.
- Further development of coaching and mentoring to improve teaching and to develop aspiring leaders. Improve systems of negotiated observations of classroom practice with opportunities for reflection and feedback.
- Ensure that non-educational tasks are allocated to appropriate administrative staff.
- Use school spaces creatively to ensure optimal learning.
- Continue to develop the processes used to deliver services and information to support parental engagement and community satisfaction.



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

Staff understanding of the intent of each syllabus document has improved and the successful delivery of outcomes is more evident in student results and classroom pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	2 x 4 Casual days, Staff PL meetings, Stage meetings, Support Staff and SLSOs LaSTs, SLSOs, Support Staff, Instructional Leaders	Evidence of explicit teaching in programs and group Education plans for students needing support.

Next Steps

- The structuring of an integrated whole school scope and sequence will need development, implementation, review and adjustment.
- systems and processes which support high expectations for student learning.
- Refine programming across the school so that they show evidence that they are adjusted to address individual needs.
- Refine the use of Mgoals across the school for all students whereby all students set learning goals.
- Work with students to define growth targets in all KLAs and track progress towards these.
- Development of cohort programs that are collaboratively designed and show accommodations and adjustments to suit needs as they arise.
- Identify and utilise teacher expertise and encourage teachers to use innovative or evidence based future focused practices.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$53000	All permanent staff and some temporary staff have now been trained in Connecting to Country and 8Ways Pedagogy. the employment of and Aboriginal SLSO meant that ATSI students were supported in Literacy and numeracy as well as socially.
Low level adjustment for disability	\$197000	Students with learning needs were supported to achieve their Student Learning support Plans through the employment of School Learning Support Officers. This targeted interventions was established through the LST.
Socio-economic background	\$306000	Students were supported to achieve their potential through use of additional support staff and Instructional Leaders. These additional staff worked in collaboration with classroom teachers to support students and build teacher capacity.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	174	153	162	173
Girls	208	185	187	188

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	95.6	94.8	95.2
1	95.1	94.5	92.9	93.6
2	95.5	93.3	94.2	95.1
3	94.8	95.1	93.6	95
4	94.1	93.9	94.3	93.7
5	94.4	94.1	94.2	93.9
6	94.2	92.9	92.8	95.1
All Years	94.9	94.2	93.8	94.4
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

At Grahamstown Public School, our attendance rates are equal to or better than the state average in all years. This is a wonderful achievement and a credit to our community. Children whose attendance is causing concern are monitored closely and parents contacted regularly. Meetings are held with parents and support offered to ensure that students attend school and can access their learning. Teachers follow up with absence explanations both via the phone and through notes. Parents are able to notify the school of reasons for absence through written notes, phone calls to the school office or through the Schoolbag App

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.05
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.92
Other Positions	0

*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 and is an active and enthusiastic member of our Aboriginal Education Team.

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

Two teachers requiring accreditation were successful in gaining this in 2017. Several teachers are working towards maintaining their accreditation.

All staff participated in Mandatory training in anaphylaxis, CPR, Child Protection and Emergency Care.

Early stage 1 staff were trained in L3 and all staff had

professional learning in Focus on Reading.

One Assistant Principal received Art of Leadership Training. Our Instructional Leaders participated in building Numeracy Leadership as well as many network meetings around Early Action for Success. The Bump It Up Team participated in several workshop sessions on high expectations.

Several staff participated in the cultural experience of Connecting to Country.

Preliminary training on the New Learning progressions began in Term 4.

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	256,459
Revenue	3,529,080
Appropriation	3,415,815
Sale of Goods and Services	664
Grants and Contributions	109,554
Gain and Loss	0
Other Revenue	0
Investment Income	3,047
Expenses	-3,506,815
Recurrent Expenses	-3,506,815
Employee Related	-3,222,010
Operating Expenses	-284,805
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	22,265
Balance Carried Forward	278,724

This year our budget was created to best manage the needs of the school. A high priority was supporting students so a large amount was spent on staff for this purpose.

Our physical resources needed some maintenance so money was put aside to allow this to be completed. Many trees were identified as unsafe so a large portion

of unspent funds was allocated to this work which was undertaken in the holidays. There was also an identified need to cool our Hall so money was set aside to install fans early in 2018.

The building of technology resources was also identified as a need to enable us to move the students' skills forward in this area. Money was set aside to do this in early 2018.

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	2,343,801
Base Per Capita	53,336
Base Location	0
Other Base	2,290,464
Equity Total	562,600
Equity Aboriginal	53,528
Equity Socio economic	306,859
Equity Language	4,726
Equity Disability	197,486
Targeted Total	93,678
Other Total	360,825
Grand Total	3,360,903

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 Aboriginal and Torres Strait Islander students in the top 2 bands in NAPLAN testing were higher than that of the general school population.

Year 3 Reading – General – 35.9%, ATSI – 50%

Year 3 Numeracy – General – 28.2%, ATSI – 33.3%

Year 5 Reading – General – 9.1, ATSI – 11.1%

Year 5 Numeracy – General – 7.6, ATSI – 11.12%

Parent/caregiver, student, teacher satisfaction

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Tell Them from Me

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2017 the school elected to be part of the 'Tell Them From Me' survey. This online surveys aim to measure satisfaction with various aspects of the schooling experience.

Student Results 2017

All students in Years 4, 5 and 6 (n=113) were surveyed in Term 3 2017.

Results are summarised below.

% of students:

- Participation in school sports: 66% (State Norm=83%)
- Participation in extracurricular activities: 43% (State Norm=55%)
- Positive sense of belonging: 62% (State Norm=81%)
- Students with positive relationships: 85% (State Norm=85%)
- Students that value schooling: 91% (State Norm=96%)
- Positive homework behaviours: 28% (State Norm=63%)
- Students with positive behaviour at school: 72% (State Norm=83%)
- Students who are interested and motivated: 65% (State Norm=78%)

The school results in the parent survey were all above the state norms in all areas. The school will look at

ways to better support learning at home and offer opportunities for parents to learn more about curriculum expectations.

Parent Results 2017

One hundred and five (105) parents completed the online survey in Term 3.

Results are summarised below.

Score out of 10 point scale:

- Parents feel welcome: 7.3 (State Norm=7.4)
- Parents are informed: 7.2 (State Norm=6.6)

- Parentssupport learning at home: 7.0 (State Norm=6.3)
- Supportfor learning: 7.3 (State Norm=7.3)
- Schoolsupports positive behaviour: 8.1 (State Norm=7.7)
- Safeschool: 7.7 (State Norm=7.4)
- Inclusiveschool: 7.4 (State Norm=6.7)

The school results in the parent survey were all above the state norms in all areas. The school will look at

ways to better support learning at home and offer opportunities for parents to learn more about curriculum expectations.

Teacher Results 2017

11 classroom teachers completed the online survey in Term 3 2017.

Results are summarised below.

Score out of 10 point scale:

- Leadership:7.5 (State Norm=7.1)
- Collaboration:7.9 (State Norm=7.8)
- Learningculture: 8.1 (State Norm=8.0)
- Datainforms Practice: 8.2 (State Norm=7.8)
- Teachingstrategies: 8.1 (State Norm=7.9)
- Technology:5.6 (State Norm=6.7)
- Inclusiveschool: 8.1 (State Norm=8.2)
- Parentinvolvement: 7.2 (State Norm=6.8)

Staff survey results were close to or above the state average for teacher satisfaction. Access and training in ICT remains a strong focus for the staff. Ways to engage parents in the schooling process also is a priority.



Policy requirements

Aboriginal education

Academic results of Aboriginal students across the school matched those of non-Aboriginal students.

100% of Aboriginal students that begun 2017 at Grahamstown had Personal Learning Plans thru MGoals. Students evaluated their existing 2016 Personalised Learning Plans (PLP's) and decided on future directions for 2017. Meetings were held with parents, Mrs Trembath, individual classroom teacher and students to set individual academic, social and cultural goals. 100% of these are now complete and have been revised and updated by both teachers and students.

Cultural activities throughout the year included junior dance, 'Shake a Leg' program, Gathung language, StarStruck Aboriginal performance, storytelling and culture group (DrumBeat and senior dance).

Stage 1 went on an excursion to Murrook to learn about the local history of the Worimi People. The students learned about local bush tucker, dance, art and much more.

Grahamstown celebrated NAIDOC in 2017 with a visit from Murrook Cultural Centre where the students were taught about traditional tools, traditional games and Worimi history. This was supported by the elders from the Smith Family sharing their stories with the students about the dreaming. The day concluded with the opening of Grahamstown's Aboriginal Learning Circle.

2 executive members, 6 teachers, 2 SLSO and 1 SAS attended Connecting to Country with the Youyoong AECG. All staff were trained in 8Ways pedagogy in Term 3 to support our Aboriginal students.



Multicultural and anti-racism education

As a part of our Multicultural and anti-Racism programs the school celebrated Harmony Day by exposing students to a variety of different cultures through education and food. Attention was drawn to the many different countries of heritage represented in our school by our students. The school has one trained Anti-Racism Contact Officers (ARCO). Multicultural education is important in facilitating social cohesion and gives students an insight into Australian cultural diversity. The school has fifteen different nationalities identified by parents.

Other school programs

Sport

This year our athletics carnival was won by Hastings, cross country and the ballgame were won by Colman and swimming was won by Hastings. Students participated in a wide variety of sports including; Rugby League, basketball, cricket, netball, soccer, touch football, Oz-tag and Softball. We had particular success in boys and girls softball advancing to the fourth round of the PSSA.

We have had individual success this year as four Stage 3 students gained selection in the Hunter softball team. Seven of our students represented our Port Stephens Zone at the Hunter PSSA Athletics Carnival.

One of our students represented the Hunter PSSA at the state carnival in 2017. The event was Discuss.

During 2017 we participated in the Premiers Sporting Challenge for the tenth year, most students received a gold achievement award but all students received a bronze. All staff also participated in the Premier's Sporting Challenge.

Several staff were involved as PSSA convenors or officials at Regional carnivals. This tradition of participation by both students and teachers will continue in 2018 as Grahamstown P.S. believes in developing the skills and healthy lifestyles that playing sport promotes.

007 Leadership Program

The 007 leadership program has been a focus this year for Grahamstown Public School, in the Personal Development area. This program encourages Year 6 students to take on a leadership role within the school and follow the motto, "Big looks after little".

While the roles of the school ministers continue to be of great importance for representative duties and for providing positive models for all our students, extra duties around the school mean that all Year 6 students have the opportunity to lead within the school.

The leadership program began last year with the then, year 5 students undertaking a full day course. At the beginning of this year, students undertook another day of training which required them to learn leadership skills, respect, conflict resolution skills, goal setting, trust, and communication skills, as well as having some fun on the way. These training days occurred at school.

007 leaders this year have notably enriched the school environment. They have given up many of their lunch times to supervise younger students in a wide range of activities. This year's leaders, have been positive role models for younger students by demonstrating their mediation skills when supervising these activities and by providing support and guidance to the students at Grahamstown Public School. They have certainly embraced the motto of "Big looks after little".