

Grafton Public School

Annual Report



2018



2060

Introduction

The Annual Report for **2018** 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.

Michelle McDonagh

Principal

School contact details

Grafton Public School

Queen St

Grafton, 2460

www.grafton-p.schools.nsw.edu.au

grafton-p.school@det.nsw.edu.au

6642 1000

Message from the Principal

In May 2018, we farewelled Mr Will Randall, our school Principal. Mr Randall commenced his leadership role at Grafton Public School in 2009 and initiated some major school improvements throughout his time as Principal. He was extremely popular with the students, staff and community. I'd like to wish him all the best in his retirement and am proud to take over the reigns from such an inspiring leader.

In 2018 we commenced our next three year school plan cycle (2018–2020) after staff and community consultation and the executive thoroughly analysing school data including the School Excellent Framework. From this process, three Strategic Directions Teams were formed, each taking on one strategic direction from the new school plan.

Overall in 2018, we had very positive NAPLAN results, in particularly with our Aboriginal Students in Year 3 showing fabulous results and closing the gap in most areas.

A major achievement in 2018 was our School Concert held at the local Saraton Theatre. This production which looked back at TV through history had a Goggle Box theme and kept the audience entertained with high quality performances from all students.

Our students once again shone in the sporting arena with teams and individuals advancing to various levels.

2018 was the beginning of a strong partnership with Westlawn Public School and many joint activities were held and collaborative projects planned for 2019 with staff and students.

It was a productive year, with a strong Year 6 leadership team, great students, dedicated staff and a very supportive community.

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, one of which is an 'enrichment class.' Nineteen 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 and works particularly closely with Westlawn Public School; 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 have a 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.

A large number of initiatives have been implemented this year as a result of our new three year school plan. At this point in time, we have not altered our self-assessment in any areas as we want to ensure our programs and new initiatives have time to make an impact on teaching, learning and wellbeing over a two to three year cycle.

Our self-assessment 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

Wellbeing

Purpose

Excellent schools demonstrate planned, whole school approaches to wellbeing allowing students to connect, succeed and learn. Our purpose is to consistently and explicitly support students to make positive choices and contributions to enhance their success at school.

Overall summary of progress

This year we moved from subject based Key Learning Area (KLA) committees to Strategic Directions committees that are aligned with the School Excellence Framework. This change meant staff had complete input into leading the Strategic Directions they wrote as part of the School Planning three year cycle. It has allowed all Professional Learning to be directly linked with our school plan and changes to staffing and budgets have been made to assist in making our vision a reality. Initiatives and continuing programs are all linked with our Strategic Directions.

The Wellbeing Strategic Direction Team has been working on key areas:

- Up skilling staff in student wellbeing and mental health first aid
- Revamping our Positive Behaviour for Learning Program K–6
- Up skilling selected staff in Personalised Learning Plans (online course)
- Increasing positive environmental print throughout the school including internal and external signage.
- Creating a 100% full time flexible Learning and Support Team role.
- Employing additional SLSOs and ASLSOs to assist with students with behaviour and welfare needs and/or additional learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school is deemed to be Sustaining and Growing through self assessment or external validation processes. Sentral data indicates a reduction in negative incidents and an increase positive incident/parent communication (5–1)	Specialised Band & Choir teachers Survey Parents participation	LaST to collate yearly summary Survey of parents on the value of extra-curricular Creative Arts activities at GPS, conducted and collated.

Next Steps

The Well-being Strategic Teams' next steps include:

- Upskilling further members of the teaching staff in creating and maintaining Personalised Learning Plans (online course)
- Reviewing and updating the School Academic and Behaviour Policy
- Upskilling all K–6 staff in Positive Behaviour management Staff development day and single day course
- maintaining current student participation in extra-curricular Creative Arts activities within the school.



Strategic Direction 2

Learning

Purpose

Effective schools have an integrated approach to planning and delivering quality teaching and assessment practices.

Our purpose is to provide a whole school approach to the delivery of quality learning experiences that are differentiated, future focused and leading to measurable student improvement.

Overall summary of progress

The Learning Committee has a representative from each stage and an addition RFF and support teachers as part of the team. The team have concentrated their focuses on technology to enhance learning and engagement and using evidence based programs to support individual needs in the areas of literacy and numeracy.

The Learning Strategic Direction Team has been working on key areas:

- Upskilling staff in the use of Microsoft 365 products and coding for staff
- Purchase of additional robotics
- Professional learning for K–2 staff on the revised Best Start, Learning Progressions and Language, Learning, Literacy (L3) Training
- Three staff have been trained in the Seven Steps for Writing. Additional staff attended a one day workshop. Training will be provided to all 2–6 staff from Term 3, 2019
- Teachers 3–6 evaluating current assessment delivery and methods

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will achieve expected growth data (NAPLAN/Progressions). Any student who does not achieve this will be identified and receive additional support.	<ul style="list-style-type: none">* Additional Staff employed to intensively work with students in the bottom two bands.* Additional Literacy and Numeracy support teachers employed in classrooms K–5 for an hour per class per day.* \$7000 to upskill three teachers to become Seven Steps in Writing Trainers* Additional set of Bee Bots purchased for the K–2 campus* Staff and senior students upskilled in Microsoft 365 suite* Staff Training in the Learning Progressions (K–2)	<ul style="list-style-type: none">* STEM program extended to cater for Infants classes as well as Primary classes.* 3 staff recognised as accredited 7 Steps Trainers* Microsoft Teams and One Note being utilised in senior classes.* All K–2 staff are using the Learning Progressions

Next Steps

Our next steps will be:

- Creating a STEM Space
- Upskilling staff on the 7 Steps of Writing
- Professional Learning for all staff on the new Science and Technology Syllabus
- K-6 Team on the Big Number Project



Strategic Direction 3

Teaching (Collaboration)

Purpose

Dynamic and effective teachers engage in collaboration and reflective professional feedback to sustain and improve quality teaching practices. Our purpose is to provide mentoring and coaching, including targeted professional learning, to embed best practice in teaching and learning; followed by support of delegated professional growth through reflective stage, team and/or individual discussions.

Overall summary of progress

The Teaching (Collaboration) Strategic Direction Team has working on:

- Applying and being approved by the Principal for funding to provide one day teacher release per week which allows an experienced teacher to mentor beginning teachers through the accreditation process.
- Developing new systems and structures to support the induction of new staff such as an Induction handbook and allocation of a mentor teacher that is not their Assistant Principal or supervisor.
- Regular collaboration time (IL conferences) have been embedded in school timetables and systems exist to support the release of teachers K–6 from face to face teaching.
- Monitoring the PDP goals of staff by supporting and contributing to a school wide spreadsheet that highlights each teachers development areas which allows senior executive to allocate professional learning funds based around these PDP goals.
- Every teacher at GPS receives additional release time to engage in learning walks. The aim of these learning walks are for staff to observe other staff that have been identified as excelling in one or more of their teaching practices. Teachers use their learning walks to support their professional development and they are linked to their PDP goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of teachers accredited at proficient or higher levels.	Assistant Principal Accreditation employed 2 days per week	8 new staff accredited as proficient in 2018
Evidence of goals within the performance and development plans being aligned with the higher levels of Professional Standards for Teaching.	AP Accreditation employed 2 days a week to work shoulder to shoulder with staff and provide information sessions and training for teachers interested in becoming Highly Accomplished.	Staff informed of the processes and also attended Aurora College Video Conferences. Three teachers at GPS further investigating this option in 2019.
An increase in the self efficacy of teachers measured by data (People Matter Survey).	–People Matter Survey –Staff Mentor Teachers –IL Conferences to support staff	Positive feedback from staff in regards to the new Strategic Directions Teams which are driving the school plan.
Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.	– Instructional Leaders – Staff to cover classes during Learning Walks, IL Conferences, Beginning Teacher inductions (Strong Start)	–IL Conferences (additional time for teachers to meet with Instructional Leaders and Assistant Principals to analyse student data and best practice to guide and inform teaching) – Learning Walks (opportunity to go into any classroom and team teach or observe)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.	– AP Accreditation	– PDP formal Observations (post lesson verbal feedback and written feedback)

Next Steps

We are currently working towards:

- Developing Accreditation and Maintenance (proficient teachers) Guidelines for staff at GPS
- We are currently developing role statements for the mentor teacher that is aimed at developing the leadership skills of non-executive staff through informal processes.
- Investigating how we can support mentor teacher and beginning teachers to meet regularly using available resources
- Developing Beginning Teachers Accreditation Guidelines for staff at GPS
- Re-designing the GPS classroom observation template so that it is more closely aligned with the Australian Professional Standards

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Each year Grafton Public School employs additional SLSOs to assist students with additional needs in classrooms and playgrounds to maximise their potential and allow all students to access the programs that would benefit them most. SLSOs are also employed to run MultiLit and MiniLit programs and assist a our Independent Living Skills Camp, Year 4 camp, Year 6 camp, Performing Arts camp and Grade excursions.	Additional SLSOs have increased student learning outcomes and opportunities by maximising student potential and allowing all students to access the programs that would benefit them most. SLSOs are also employed to run MultiLit and MiniLit programs and assist at our Independent Living Skills Camp, Year 4 camp, Year 6 camp, Performing Arts camp and Grade excursions.
Support for beginning teachers	<ul style="list-style-type: none"> – Additional funding to support beginning teachers (staffing and PL) 	<ul style="list-style-type: none"> – Additional RFF Time provided to first year beginning teachers – Additional Professional Development provided (L3, IL sessions and other targeted trainings) – Additional support from Instructional Leaders, Accreditation Assistant Principal and Mentor Teachers – Strong Start Program completed with Beginning Teachers – Instructional Leader Conferences held fortnightly – Learning Walks established so teachers could observe other staff in best practice.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	350	348	343	340
Girls	314	333	350	330

Grafton Public School had an enrolment of 670 students in 2018, of which, 340 were boys and 330 were girls.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	91.9	94.8	92.7
1	93.1	91.8	91.8	92.7
2	93.2	93.6	93.2	91.4
3	93.1	92.4	94	92.7
4	92.3	93	93	92
5	94	93.3	92.1	91.4
6	94	93.3	93.1	90.5
All Years	93.4	92.7	93.1	91.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Grafton Public School had an attendance rate of 91.9% in 2018. Attendance is monitored by individual class teachers initially (more than three days off school in a row) and as a whole school by one of our Deputy Principal's in consultation with our Learning and Support Team (unexplained absences over 8 days, less than 85% attendance and habitual late arrivals). Attendance reports are completed fortnightly and absence concern letters are emailed or posted to parents on a fortnightly basis. For students with

attendance concerns, formal meetings are held with families to work on individual improvement plans. If attendance becomes a serious issue and interventions have not been successful, a referral to the Home School Liaison Officer (HSLO) is made to formalise the attendance improvement process.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	31.03
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.66

*Full Time Equivalent

Grafton Public School has 6 Aboriginal School Learning and Support Officers and 4 Teachers who identify as Aboriginal.

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	5

Professional learning and teacher accreditation

In 2018, Grafton Public School employed an Assistant Principal for two days a week to support teacher accreditation (beginning teachers, teachers on maintenance and more experienced teacher's moving to the new accreditation system).

As Grafton Public School is an Early Action for Success School, Professional Learning was provided to our two Instructional Leaders who in turn provided Professional Development to staff in the forms of L3, TEN, Shoulder to Shoulder teaching, IL Conferences, and other

evidence based best practice teaching.

Three staff members were trained as 7 Steps for Writing Success Trainers, 13 Staff were trained in the Online Personalised Learning Course (40 accredited hours each) and 2 staff completed John Hattie's Visible Learning Conference.

All staff received Professional Development in areas identified in their own development plans to continue their growth as quality educators.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	344,607
Revenue	8,271,756
Appropriation	7,913,515
Sale of Goods and Services	13,353
Grants and Contributions	185,500
Gain and Loss	0
Other Revenue	157,454
Investment Income	1,934
Expenses	-7,888,930
Recurrent Expenses	-7,888,930
Employee Related	-7,176,997
Operating Expenses	-711,933
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	382,826
Balance Carried Forward	727,433

In 2018, a Business Manager was appointed for two days a week to led the new finance system within the school and ensure all compliances were in order. Regular finance meetings occurred between the Business Manager, Principal and Senior Administrative Manager to ensure budgets were on track. Executive and other staff leading program budgets were also regularly informed on their budgets to ensure limits were maintained.

Remaining funds at the end of the year were allocated to projects requested by Strategic Direction Teams to

ensure the best possible outcomes for these initiatives and in turn, student outcomes. These initiatives included the commencement of a number of projects that also carried over to the 2019 budget. These include new positive behaviour signage around the school (environmental print), a complete internal renovation of the school library including new technology, revamping the two staffrooms including new technology to also make use of these spaces as collaborative Professional Development venues, the commencement of Indigenous signage around the school and new online subscriptions to support student learning.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,329,709
Base Per Capita	141,987
Base Location	4,120
Other Base	4,183,602
Equity Total	939,009
Equity Aboriginal	178,008
Equity Socio economic	539,289
Equity Language	0
Equity Disability	221,712
Targeted Total	1,432,063
Other Total	766,127
Grand Total	7,466,909

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

2018 NAPLAN literacy results for Grafton Public School in Year 3 highlighted several areas of strength. More notable areas of improvement included a reduction in the number of students in the bottom 2 bands in Grammar and punctuation, Reading, Writing, and Spelling. In fact when compared to similar schools our results showed we had less students in the bottom 2 bands in all areas. The results also highlighted a need for continued whole school focus in the area of Writing. Our Year 5 results showed steady growth in most areas and a reduction in the gap between our schools results and state averages. Once again writing will need to be a continued focus area.

In Year 3 Numeracy, GPS had 9.5% of students in the bottom two bands, 61.1% in the middle two bands and 29.5% in the top two bands. This was a reduction in the number of students in the bottom two bands.

In Year 5 Numeracy, GPS had 21.8% of students in the bottom two bands, 60.9% in the middle two bands and 17.2% in the top two bands. This highlighted our need to focus on improving numeracy outcomes in our Primary classes and will be an area of professional development in 2019.

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.

Grafton Public School has been dedicated to improving Aboriginal outcomes and increasing the number of Aboriginal students in the top two bands in NAPLAN.

In Year three 2018 NAPLAN, the following results indicate the percentage of Aboriginal students in the top two bands:

Writing – 27.3% (State 19.9%)

Spelling – 36.4% (State 24.1%)

Reading – 43.5% (State 25.4%)

Grammar and Punctuation – 36.4% (State 21.2%)

Numeracy – 13.6% (State 14.8%)

As indicated by the percentages, Grafton Public School

Year 3 Aboriginal students are performing above the State average in all areas except Grammar and Punctuation.

In Year five 2018 NAPLAN, the following results indicate the percentage of Aboriginal students in the top two bands:

Writing – 7.1% (State 3.3%)

Spelling – 25% (State 15%)

Reading – 15.4% (State 14.1%)

Grammar and Punctuation – results not currently available on SCOUT

Numeracy – 9.1% (State 7.9%)

As indicated by the percentages, Grafton Public School Year 5 Aboriginal students are performing above the State average in all areas.

Parent/caregiver, student, teacher satisfaction

A number of surveys were carried out in late 2017 to assist in writing our Strategic Directions and throughout the 2018 year to assess for participation and satisfaction in different targeted areas. These included the Principal calling a variety of parents for feedback about the school in a number of areas. Overall the survey results from the community, parent and student body, indicate that perceptions of our school are that it is a very inclusive school that provides a wide range of opportunities for all students. In particular, our Performing Arts programs were seen as a special opportunity that made a real difference for those students who were involved in the various programs offered.

The majority of the parents, staff and students found our Welfare and Discipline Policy was fair and that our school was a safe place to learn. It was highlighted that our students who were very compliant and had never or rarely had a negative incident, only really knew the positive aspects of the Welfare and Discipline Policy. In 2018, positive Green Level rewards were reintroduced every 5 weeks to reward students with exceptional behaviour records for that period and these were well received, especially by the students and staff.

Our parent survey in relation to our Kinder transition program in 2018 was completed by 49 Kindergarten parents. 100% of parents indicated they felt comfortable and confident coming into the school and 100% also felt that teachers were approachable. The area that highlighted a need for change was the number of sessions. Although 96% indicated that their pre-schooler was familiar with the learning environment at Grafton Public School, 22% thought that more transition sessions were required to improve their child's school readiness. With these results in mind, in 2019 there has been a significant increase in the number of transition sessions available (now 11

sessions, including half day and full day sessions)

Teacher surveys indicated that teacher satisfaction was high and in 2018 staff felt that they were driving the new school plan in a hands on manner that was resulting in positive changes in every Strategic Direction Team.



Policy requirements

Aboriginal education

The budget for Aboriginal Education was predominantly spent to employ three ASLSOs to work in classrooms with students and to support students in the playground (\$165,000 on staffing). This included an ASLSO employed to teach Bundjalung Language K–2. Other funds were used to:

- * Purchase new Indigenous Sporting House banners
- * Run specialised Aboriginal Art Workshops and purchase art and craft supplies for this workshop and NAIDOC Week activities
- * Purchase Aboriginal Dance costumes and Paint
- * Yarn ups (catering for community members)

An additional ASLSO was funded through our flexible budget to ensure all classes had some support time from an ASLSO in order to assist the students.

Multicultural and anti-racism education

Students in Stages 2 and 3 all participated in the Multicultural Perspectives Public Speaking competition at a school level. Selected students then officially entered in the competition and travelled to another school to compete.

One staff member completed the Anti–Racism training (Mrs Sullivan) and reported back to staff at a whole school staff meeting. Students participated in Harmony Day activities, NAIDOC Week celebrations and other special events. Bundjalung Language was taught K–2 and one class had lessons in Japanese.

Lessons are also reinforced during stage assemblies and through PBL lessons with our school rules of Tolerate Differences and Respect Everyone.

Other school programs

Grafton Public School ran a number of programs in 2018 which include:

- Band
- Choir
- Robotics and Coding Club
- STEM
- PSSA Sporting Teams (Hockey, Tennis, Football, Basketball, Soccer, Netball, Yough Football, AFL)
- Dance
- Gifted and Talented Art Group
- L3 (Language, Learning and Literacy) K–2
- TEN (Maths)
- MiniLit and MultiLit
- Reading Recovery
- Reading Tutor Program
- Buddy Programs
- Leadership Programs
- Social Skills Groups and Structured Play Groups
- Gardening Program
- Dino Club
- SRC
- Aboriginal Dance
- Bundjalung Language Program K–2