

Griffith North Public School

Annual Report



2018



4027

Introduction

The Annual Report for **2018** 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.

Susan Bourne

Principal

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School background

School vision statement

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

At Griffith North Public School, we believe in differentiating teaching to ensure that learning is personalised, so that all students are challenged, motivated and curious about their learning. Finding success in their education and valuing learning are crucial to thriving at school.

Our mission is to develop inquiring, knowledgeable and considerate students with a passion for lifelong learning. We need to empower them to become positive and resilient participants in school and society.

School context

Griffith North Public School (GNPS) has an enrolment of 395 students, along with students from the Early Learning Support Class (ELSC). There are 17 classes from Kindergarten to Year 6. There are 23 nationalities and 11% 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 continually participate in varied professional learning opportunities and implement an array of programs to support and enhance 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. 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: "Learning, Teaching and Leading."

The executive team reviewed the school's progress against the School Excellence Framework and recorded evidence and achievements to support their decisions.

In the domain of Learning, the evidence collected indicated that the school was at the following levels:

- Learning Culture– Sustaining and Growing
- Wellbeing– Sustaining and Growing
- Curriculum– Sustaining and Growing
- Assessment– Sustaining and Growing
- Reporting– Sustaining and Growing
- Student performance measures– Sustaining and Growing

In the domain of Teaching, the evidence collected indicated that the school was at the following levels:

- Effective classroom practice– Sustaining and Growing
- Data skills and use– Delivering
- Professional standards– Sustaining and Growing
- Learning and development– Sustaining and Growing

In the domain of Leading, the evidence collected indicated that the school was at the following levels:

- Educational leadership– Sustaining and Growing

- School planning, implementation and reporting– Sustaining and Growing
- School resources– Sustaining and Growing
- Management practices and processes– Sustaining and Growing

Our self-assessment process will assist the school to refine our school plan, which will lead to further improvements in the delivery of quality education to our students.

For more information about the School Excellence Framework visit:

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

Strategic Direction 1

Quality Teaching

Purpose

We believe powerful learning occurs when consistent teaching and learning protocols are embedded throughout the school. High priority needs to be given to quality evidence-based teaching strategies, formative assessment and explicit feedback. Analysis of data should drive quality teaching programs.

Overall summary of progress

During 2018 the staff focused on the evidence based teaching strategies of David Hopkin's "Curiosity and Powerful Learning." All staff engaged in professional learning that identifies the ten theories of actions for whole school improvement. This will enhance individual teachers and therefore the school as a whole. All teachers identified their teaching characteristics on rubrics that identified where they sat in regard to the theories of actions. From this information the focus for 2018 became Harnessing Learning Intentions, Pace and Framing Higher Order Questions.

The staff participated in professional learning around these two theories of actions and they were provided with resources to support their teaching. The QTSS teacher worked with released teachers, in a one to one setting, as every teacher was at a different phase ranging from commencing practice to expert practice.

As part of Quality Teaching, the focus has been around data skills and use. A whole school assessment schedule was finalised from Kindergarten to Year 6.

The staff then came together at the end of 2018 to decide upon future teaching and learning protocols from Kindergarten to Year 6. The staff decided upon Learning Intentions, Success Criteria and feedback including C3B4Me.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase number of teachers placing themselves at expert and accomplished practice based on "Curiosity and Powerful Learning" rubrics.	QTSS \$64 029 Professional learning Funds to attend Curiosity and Powerful Learning training \$16000	<ul style="list-style-type: none">• The majority of staff had a clearer understanding of the CPL rubrics in order to place themselves accurately:• 58% of staff placed themselves at accomplished or expert practice in term 3, compared to 56% in Term 1 with "Harness Learning Intentions, Narrative and Pace."• 58% of staff placed themselves at accomplished or expert practice in term 3, compared with 36% in term 1 with "Framing Higher Order Questions."
Increase the percentage of students demonstrating expected growth in literacy and numeracy.	Socio economic funds used to fund an additional teacher and additional learning and support time to support student learning. \$127 942 Low level adjustment for disability used to employ learning and support teachers and flexible funding was used to employ additional SLSO time. \$178 779	<ul style="list-style-type: none">• 51% of Year 5 students at or above expected growth in grammar and punctuation;• 65.3% of Year 5 students at or above expected growth in reading;• 57.1% of Year 5 students at or above expected growth in spelling;• 65.3% of Year 5 students at or above expected growth in writing; and• 65.3% of Year 5 students at or above expected growth in numeracy.
NAPLAN value added growth for K-3, Yr 3 - 5 students and Yrs 5-7 students will meet or exceed	Socio economic funds used to fund an additional teacher and additional	<ul style="list-style-type: none">• Best Start to NAPLAN Value Added across years K-3 is Excelling;• NAPLAN Value Added Across Years (Years 3-5)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
the average value added scores for all schools in the state.	learning and support time to support student learning. \$127 942 Low level adjustment for disability used to employ learning and support teachers and flexible funding was used to employ additional SLSO time. \$178 779	is Sustaining and Growing; and • NAPLAN Value Added Across Years (Years 5–7) is Delivering.

Next Steps

- continue to focus on Curiosity and Powerful Learning as a driver for whole school improvement;
- embed Higher Order Questioning skills and incorporate them into HSIE and science units;
- introduce connecting data to feedback;
- investigate different forms of data to inform our teaching, as PLAN will no longer be used;
- staff become familiar with learning progressions;
- continue to employ additional learning and support teachers to support student learning;
- continue to employ an Aboriginal Education Officer to support Aboriginal student learning and wellbeing;
- continue to employ additional SLSOs to support student learning; and
- seek out quality professional learning to support teachers to improve student outcomes.



Strategic Direction 2

Student Learning

Purpose

Griffith North Public School is committed to engaging their students in powerful learning which is fostered and valued in every classroom culture. We promote curiosity, as we know this is rich territory to enliven classrooms and motivate learners. We ensure that every student has a voice and is invested in their own personalised learning journey.

Overall summary of progress

In 2018 the focus for Student Learning was "Student Voice" and "Differentiated Learning Styles."

For student voice a "Student Voice" poster was developed for classrooms. This poster focused on students taking more responsibility for their learning. They need to think about their learning goals, think with curiosity, think creatively and think to reflect on their learning.

All students from K–6 created their own SMART learning goals and they decided what focus areas they wanted to improve on. When they reached that goal it was celebrated and a new learning goal created. This has allowed students to take more responsibility for their learning.

Two staff members also attended the professional learning with Dylan William on "Formative Assessment", and the teachers then shared their professional learning with the staff.

With differentiated learning styles two teachers attended Project Based Professional Learning. The focus for 2018 was peer tutoring, so the learning protocol of C3B4Me was decided to be integrated from Kindergarten to Year 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency in line with the Premier's Priorities.	Aboriginal Background funding \$44 377 Socio economic funds used to fund an additional teacher and additional learning and support time to support student learning. \$127 942 Low level adjustment for disability used to employ learning and support teachers and flexible funding was used to employ additional SLSO time. \$178 779	<ul style="list-style-type: none">• 38.3% of students achieving the top two bands in Year 3 Numeracy;• 32.61% of students achieving the top two bands in Year 5 Numeracy;• 54.17% of students achieving the top two bands in Year 3 Reading;• 47.83% of students achieving the top two bands in Year 5 Reading;• 0% of Aboriginal students achieving the top two bands in Year 3 numeracy;• 0% of Aboriginal students achieving the top two bands in Year 5 numeracy;• 0% of Aboriginal students achieving the top two bands in Year 5 reading; and• 0% of Aboriginal students achieving the top two bands in Year 5 reading.
Increase percentage of students achieving cluster expectation for the literacy continuum / learning progressions.	Socio economic funds used to fund an additional teacher and additional learning and support time to support student learning. \$127 942 Low level adjustment for disability used to employ learning and support	<ul style="list-style-type: none">• 7% increase in Kindergarten students achieving at and beyond cluster expectation for Reading;• 15% increase in Year 3 students achieving at and beyond cluster expectation for Reading;• 25% increase in Year 5 students achieving at and beyond cluster expectation for Reading;• 13% increase in Kindergarten students achieving at and beyond cluster expectation for comprehension;• 6% increase in Year 2 students achieving at and beyond cluster expectation for comprehension;

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase percentage of students achieving cluster expectation for the literacy continuum / learning progressions.	teachers and flexible funding was used to employ additional SLSO time. \$178 779	<ul style="list-style-type: none"> • 26% increase in Year 3 students achieving at and beyond cluster expectation for comprehension; and • 19% increase in Year 5 students achieving at and beyond cluster expectation for comprehension.
Decrease percentage of students achieving at or below national minimum standards in literacy and numeracy.	<p>Socio economic funds used to fund an additional teacher and additional learning and support time to support student learning.</p> <p>\$127 942</p> <p>Low level adjustment for disability used to employ learning and support teachers and flexible funding was used to employ additional SLSO time.</p> <p>\$178 779</p>	<ul style="list-style-type: none"> • In Year 3 grammar and punctuation there was a 7% decrease in the percentage of students achieving at or below national minimum standards; • In Year 3 reading there was a 2% decrease in the percentage of students achieving at or below national minimum standards. In 2018 no child was in band 1; • In Year 3 writing there was a 2% decrease in the percentage of students achieving at or below national minimum standards. In 2018 no child was in band 1; • In Year 5 grammar and punctuation there was a 12% decrease in the percentage of students achieving at or below national minimum standards; • In Year 5 reading there was a 9% decrease in the percentage of students achieving at or below national minimum standards; • In Year 5 spelling there was a 4% decrease in the percentage of students achieving at or below national minimum standards; • In Year 5 writing there was a 10% decrease in the percentage of students achieving at or below national minimum standards; and • In Year 5 numeracy there was an 11% decrease in the percentage of students achieving at or below national minimum standards. In 2018 no child was in band 1.

Next Steps

- to continue with Curiosity and Powerful Learning to support student learning;
- introduce implementation of cooperative groups, as a different learning style;
- train Year 4 and 5 students as peer tutors for younger students;
- continue to embed formative assessment within the school;
- to add student reflection to the semester reports, so students take more responsibility for their learning; and
- ensure staff participate in high quality professional learning to support student learning.

Strategic Direction 3

Wellbeing

Purpose

Griffith North Public School students, staff and parents have an obvious sense of community and a collective responsibility for student learning and success. Authentic relationships based on respect are widespread among students, parents and staff. This ensures optimum conditions for student learning across the whole school. The practice of mindfulness dictates a learning environment that is safe, respectful, tolerant and inclusive.

Overall summary of progress

Wellbeing has been a focus for 2018. Using the Principal Support Funds an additional Assistant Principal Wellbeing was employed to oversee wellbeing for all students from Kindergarten to Year 6. She held transition meetings, review meetings and offered support to teachers to help integrate students with additional needs.

Positive Behaviour for Learning (PBL) and our Learning Support Team (LST) have both been highly effective in maintaining and enhancing the wellbeing of students within our school.

PBL provides a consistent and highly visible presence within our school. Students and teachers are all aware of expectations and consequences, which ensures consistency across the school. In 2018 it was decided that the weekly focus be changed to a fortnightly focus, to allow teachers and staff more time to embed the selected focus which is derived from our Sentral data.

The Learning and Support Team (LST) was highly effective in supporting students across academic, social and emotional areas and helped find the best way to assist these students within the school.

Staff have participated in several professional learning opportunities, including PBL, mindfulness, Rhythm 2 Recovery and strategies to help with anxiety.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
For attendance to be equal to state DoE attendance or better.		• 2018 GNPS attendance is 92.8% compared to the State DoE 93.4%..
Decrease in the students receiving levels for inappropriate behaviour and a decrease in suspensions.	Professional learning funds used to support more teachers being trained in wellbeing professional learning, including PBL and Rhythm 2 Recovery.	• suspensions reduced by 56%, (9 suspensions in 2017 to 4 in 2018); • 3% of students placed on levels in 2018, compared to 5.5% in 2017; and • PBL data shows less timeouts compared to 2017.
Increase proportion of students reporting a sense of belonging from the data from the "Tell Them from Me" surveys.	Principal support funds used to pay for an additional Assistant Principal Wellbeing \$19332	From the "Tell Them from Me" surveys • in March 2017 80% of students stated they had a high sense of belonging compared to 85% in 2018; and • in September 2017 80% of students stated they had a high sense of belonging compared to 76% in 2018.

Next Steps

- to continue to employ the additional Assistant Principal Wellbeing to support students;
- for all staff to be trained in PBL Tier 2 training;
- implement PBL Tier 2 at GNPS;
- continue to seek out high quality evidence based wellbeing programs to support student wellbeing; and
- investigate a resilience program for students to help build resilience.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$43 914	<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>From Term 3 and 4 a teacher was employed for one day a week to work with Aboriginal students. In Term 3 she worked with students in Year 2 and Term 4 she worked with students in Years 3, 4 and 5.</p> <p>Funds were also used to purchase additional resources to support the teaching of Aboriginal Education.</p>
English language proficiency	\$44 377	<p>This funding was used to employ an EAL/D teacher for two 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	\$178 779 Teacher staffing \$124 936 Flexible funding \$53 843	<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)	\$64 029	<p>During 2018 a teacher was employed for 2 days a week in the QTSS role. The focus for 2018 was Curiosity and Powerful Learning (CPL). The teacher provided professional learning focusing on CPL and in semester 2 the focus was on higher order questioning. The teacher worked with individual teachers to improve their knowledge and understanding of higher order questioning. The teacher also worked with the executive team on the new assessment schedule for K–6. The impact of this role, has been a better understanding of questioning and a more consistent approach to assessment.</p>
Socio-economic background	\$127 942	<p>This funding was used to employ an additional classroom teacher to form the 17th class. The impact from this allowed all class sizes to be smaller and enabled a smaller</p>

Socio-economic background	\$127 942	<p>student teacher ratio for all students, which led to improved student outcomes.</p> <p>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.</p>
Support for beginning teachers	\$13 786	<p>During 2018, one teacher received Beginning Teachers support funding. These funds were used to provide the teacher with an additional one hour a week RFF, and additional days release to complete their accreditation. The QTSS teacher was also used to mentor and support the beginning teacher. The impact of this funding was that the beginning teacher felt well supported and achieved their accreditation.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	188	186	179	190
Girls	167	183	181	202

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92	91.9	89.9	93.2
1	92.7	91	93.1	90.9
2	92.7	92.7	91.2	93.5
3	91	94.1	93.6	92.2
4	91.3	91.4	94.8	94.3
5	92.7	92.3	93.5	94.8
6	94.8	93.2	94.5	89.7
All Years	92.5	92.4	93	92.8
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

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.99
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.68
Other Positions	0.8

*Full Time Equivalent

The Indigenous composition of staff at GNPS is 7%.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

During 2018, GNPS's professional learning was focused around our three strategic directions of teaching quality, student learning and wellbeing, as well as our mandatory training requirements.

Five teachers attended the professional learning program "Curiosity and Powerful Learning", which is a two year commitment. The team then provided training to all staff focusing on teaching and learning protocols and higher order questioning.

The wellbeing of students and staff was also a key focus during 2018 for professional learning. Our PBL coach attended several coach network training days, two teachers attended the PBL reload training and two teachers also attended Tier 2 training. Staff participated in several professional learning meetings focusing on PBL. Staff completed the CESE online training "Anti Bullying Interventions in Schools– What works best?" and they had the opportunity to look at the Anti-Bullying website. Two staff members also attended the training course Rhythm 2 Recovery.

Two teachers attended a workshop in Melbourne with Sheena Cameron focusing on oral language and all staff completed the online training "Maths Building Blocks 4 Number" (MBB4N) focusing on mathematics.

GNPS continued with the Language, Learning and Literacy(L3) training. One teacher finished their second year of training.

All staff completed DoE mandatory professional learning, including Child Protection, Code of Conduct, CPR and Anaphylaxis.

The Principal and School Administration Manager (SAM) attended a variety of courses focusing on finance and new programs that were being implemented to support the new SAP procedures.

Weekly staff meetings and School Development Days (SDD), focused on the NSW Syllabus implementation of science, cyber safety, music and coding. The majority of staff participated in these professional learning opportunities.

In 2018, the total expenditure on professional learning was \$48 643.76, \$6764.30 on course fees, \$36 310.92 on teacher and SLSOs salaries and \$26 38.37 on travel and accommodation.

This year we had one new scheme teacher complete their accreditation and one new scheme teacher working towards their NESA accreditation. One teacher completed their maintenance for accreditation.

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	433,475
Revenue	4,372,964
Appropriation	4,209,726
Sale of Goods and Services	0
Grants and Contributions	160,892
Gain and Loss	0
Other Revenue	0
Investment Income	2,346
Expenses	-4,436,565
Recurrent Expenses	-4,436,565
Employee Related	-3,919,822
Operating Expenses	-516,743
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-63,601
Balance Carried Forward	369,874

During 2018 funds were used to refurbish an unused classroom, ready for use in 2019 and to refurbish the staffroom. New furniture was also purchased for five classrooms. Four new interactive boards were purchased, two for new rooms and two to replace boards that no longer worked.

Equity funding was used to pay for a 17th classroom teacher and additional Learning and Support teachers, 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	2,808,881
Base Per Capita	69,613
Base Location	44,158
Other Base	2,695,110
Equity Total	395,012
Equity Aboriginal	43,914
Equity Socio economic	127,942
Equity Language	44,377
Equity Disability	178,779
Targeted Total	357,401
Other Total	468,718
Grand Total	4,030,011

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.

The percentage of Year 3 students in the top 2, middle 2 and bottom 2 bands for grammar and punctuation are:

- top 2 bands for grammar and punctuation 55.3%, which was better than the state;
- middle 2 bands for grammar and punctuation 27.7%; and
- bottom 2 bands for grammar and punctuation 17%.

The percentage of students in the top two bands for grammar and punctuation in Year 3 has increased since 2015.

The percentage of Year 3 students in the top 2, middle 2 and bottom 2 bands for reading are:

- top 2 bands for reading 54.2%, which was better than the state;
- middle 2 bands for reading 35.4%; and
- bottom 2 bands for reading 10.4%.

The percentage of students in the top two bands for reading in Year 3 has increased since 2015.

The percentage of Year 3 students in the top 2, middle 2 and bottom 2 bands for spelling are:

- top 2 bands for spelling 53.2%, which was better than the state;
- middle 2 bands for spelling 34%; and
- bottom 2 bands for spelling 12.8%.

The percentage of students in the top two bands for spelling in Year 3 has increased since 2015.

The percentage of Year 3 students in the top 2, middle 2 and bottom 2 bands for writing are:

- top 2 bands for writing 38.3%;
- middle 2 bands for writing 48.9%; and
- bottom 2 bands for writing 12.8%.

The percentage of Year 5 students in the top 2, middle 2 and bottom 2 bands for grammar and punctuation

are:

- top 2 bands for grammar and punctuation 43.5%, which was better than the state;
- middle 2 bands for grammar and punctuation 52.2%; and
- bottom 2 bands for grammar and punctuation 4.3%.

The percentage of students in the top two bands for grammar and punctuation in Year 5 has increased since 2015.

The percentage of Year 5 students in the top 2, middle 2 and bottom 2 bands for reading are:

- top 2 bands for reading 54.2%, which was better than the state;
- middle 2 bands for reading 35.4%; and
- bottom 2 bands for reading 4.3%.

The percentage of students in the top two bands for reading in Year 5 has increased since 2015.

The percentage of Year 5 students in the top 2, middle 2 and bottom 2 bands for spelling are:

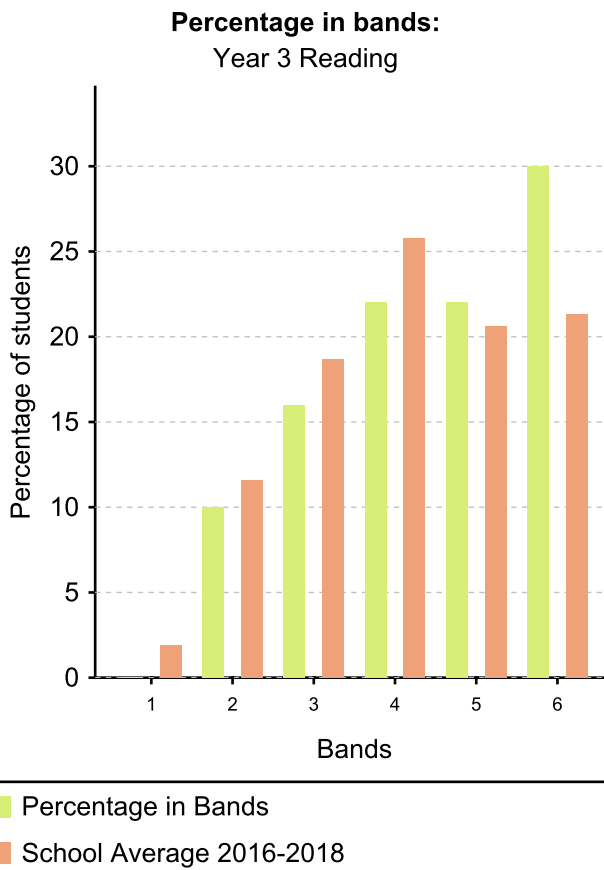
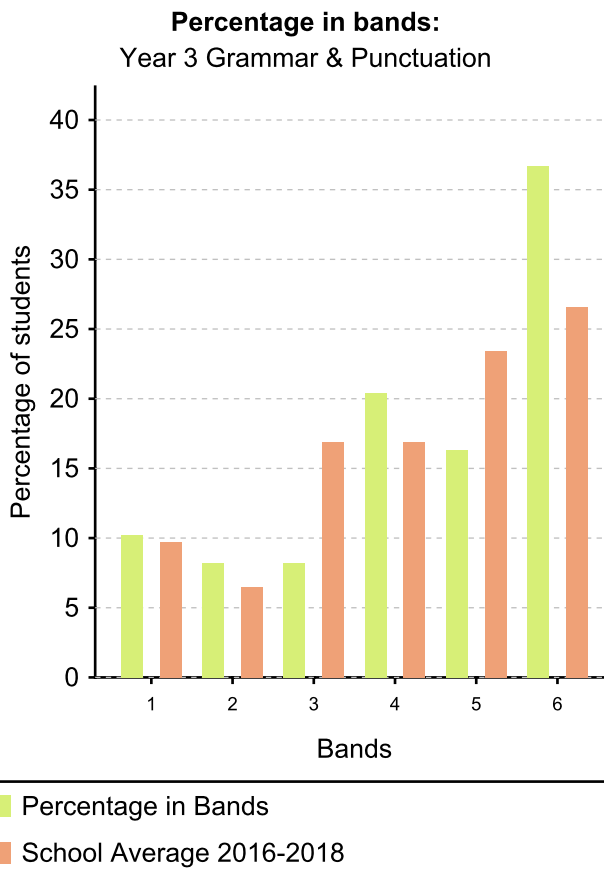
- top 2 bands for spelling 34.8%;
- middle 2 bands for spelling 58.7%; and
- bottom 2 bands for spelling 6.5%.

The percentage of students in the top two bands for spelling in Year 5 has increased since 2015.

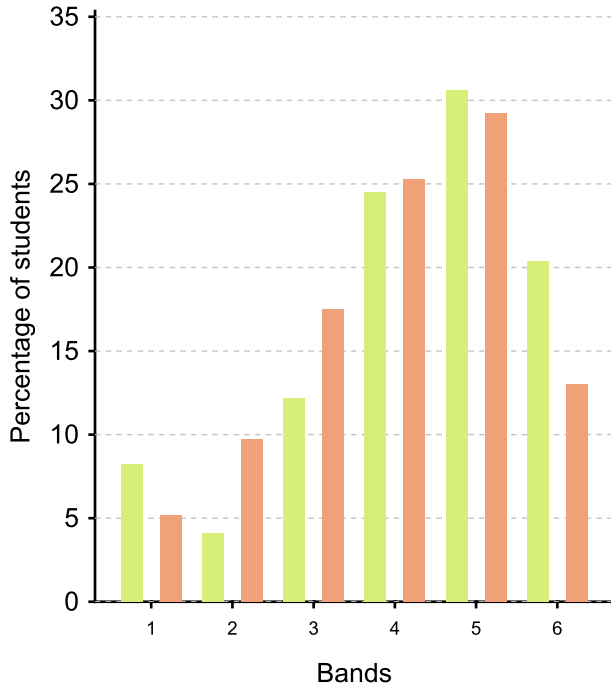
The percentage of Year 5 students in the top 2, middle 2 and bottom 2 bands for writing are:

- top 2 bands for writing 23.9%, which was better than the state;
- middle 2 bands for writing 60.9%; and
- bottom 2 bands for writing 15.2%.

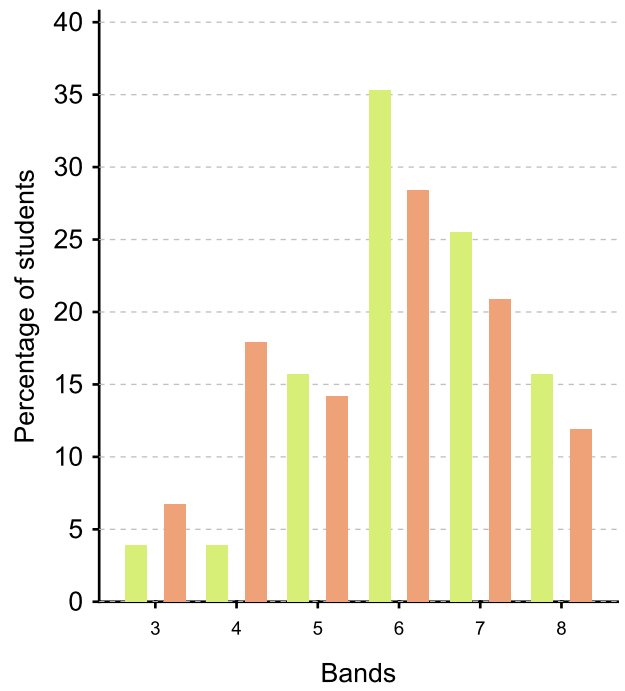
The percentage of students in the top two bands for writing in Year 5 has increased since 2015.



Percentage in bands:
Year 3 Spelling



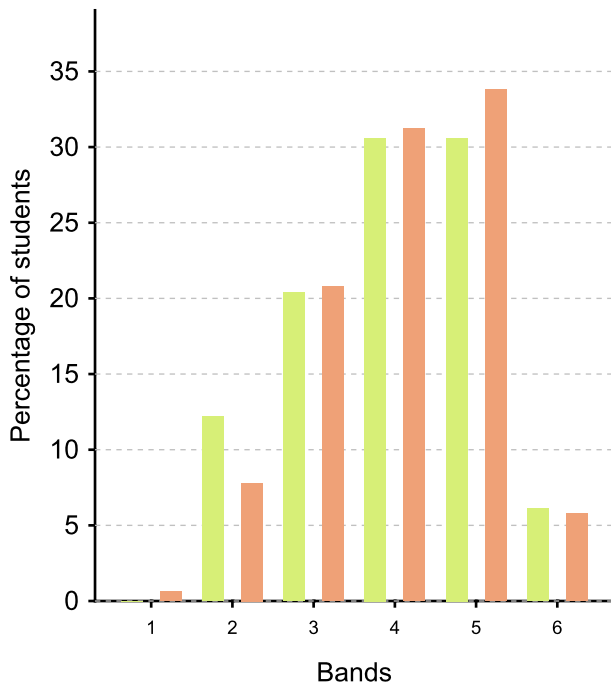
Percentage in bands:
Year 5 Grammar & Punctuation



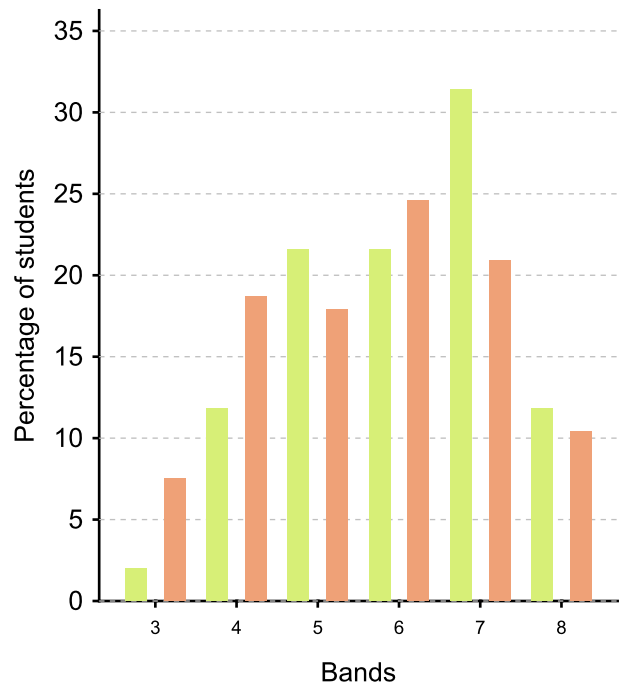
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

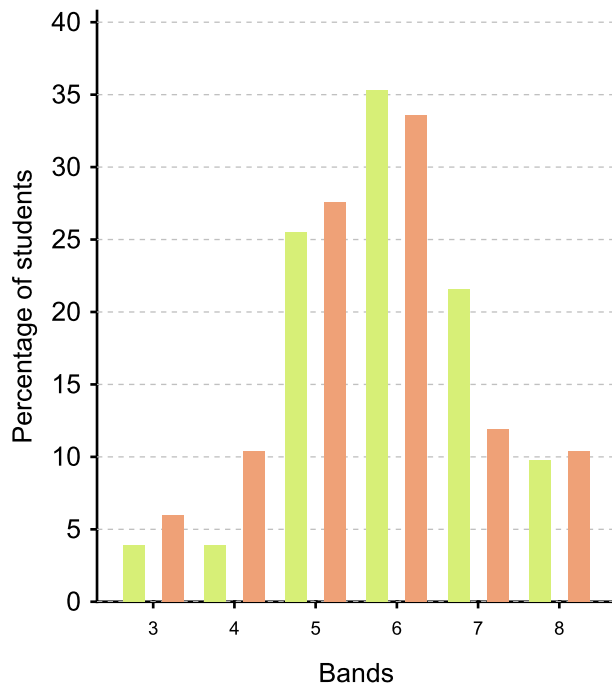


Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:

Year 5 Spelling



Percentage in Bands
School Average 2016-2018

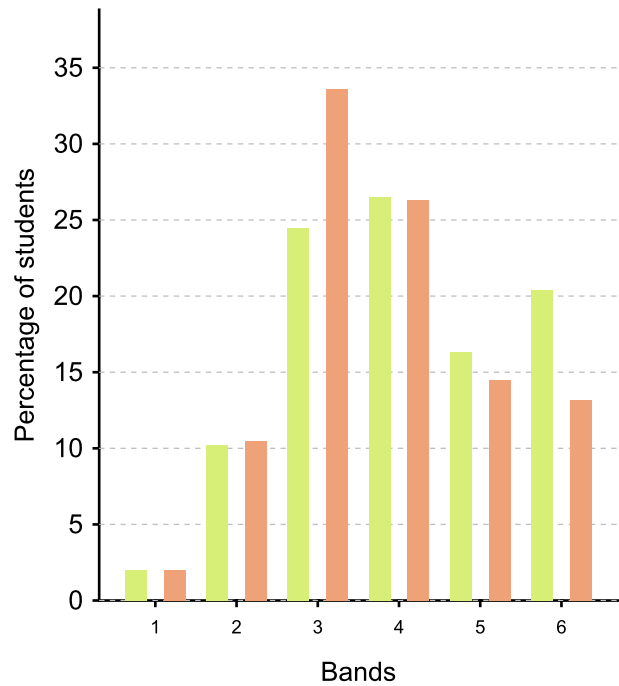
The percentage of Year 5 students in the top 2, middle 2 and bottom 2 bands for numeracy are:

- top 2 bands for numeracy 32.6%, which was better than the state;
- middle 2 bands for numeracy 60.9%; and
- bottom 2 bands for numeracy 6.5%.

The percentage of students in the top two bands for numeracy in Year 5 has increased since 2015.

Percentage in bands:

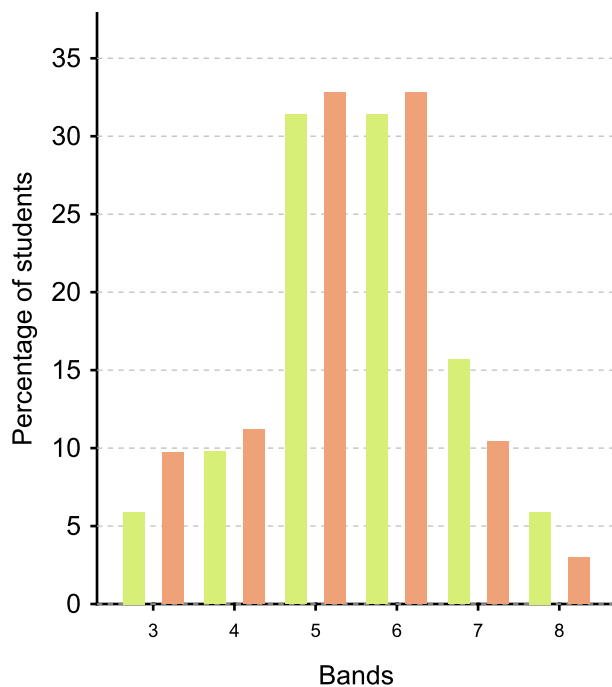
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:

Year 5 Writing



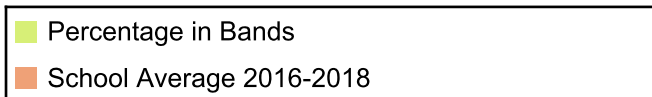
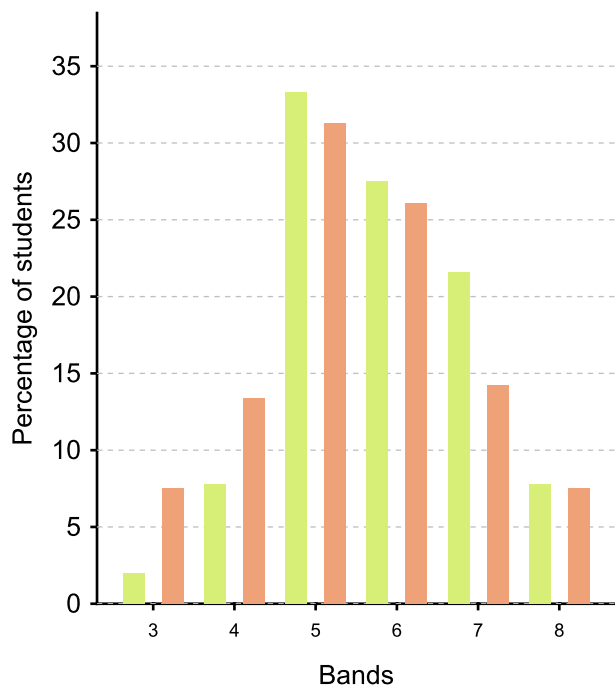
Percentage in Bands
School Average 2016-2018

The percentage of Year 3 students in the top 2, middle 2 and bottom 2 bands for numeracy are:

- top 2 bands for numeracy 38.3%;
- middle 2 bands for numeracy 48.9%; and
- bottom 2 bands for numeracy 12.8%.

The percentage of students in the top two bands for numeracy in Year 3 has increased since 2015.

Percentage in bands:
Year 5 Numeracy



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.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

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

- Year 3 Reading 52%, an improvement of 14.5%; and
- Year 3 Numeracy 36.7%, an improvement of 15.4%.

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

- Year 5 Reading 43.1%, an improvement of 22.6%; and
- Year 5 Numeracy 29.4%, an improvement of 17.8%

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 0%; and
- Year 3 Numeracy 0%.

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

- Year 5 Reading 0; and
- Year 5 Numeracy 0%.

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 school.

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;
- 42% 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

Thirteen teachers responded to the 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 –8.4
- Collaboration –8.6
- Learning Culture –8.3
- Data Informed Practice –8.3
- Teaching Strategies –8.4
- Technology –6.7
- Inclusive School –8.4
- Parental Involvement –7.9

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 –8.1
- Planned Learning Opportunities –8.3
- Quality Feedback –7.9
- Overcoming Obstacles in Learning –8.2

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

- 100% of teachers believed that school leaders are leading improvement and change at GNPS; and
- 100% of teachers felt that the school leaders clearly communicate their strategic vision and values for our school.

Student Responses

Students from Years 4, 5 and 6 participated in the Tell Them From Me Survey twice during 2018. The first survey was held in March and the second was in September. The second in September was a shortened survey. 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 83% of students played sport with an instructor at school;
- in March 63% of students were involved in extracurricular activities;
- in March 82% of students had positive relationships;
- in March 95% of students stated that they valued school outcomes;
- in March 57% of students stated they have positive home learning behaviours;
- in March 95% of students felt they tried hard with their learning;
- in March 85% of students stated they had a high sense of belonging and in September 76% did;
- in March 90% of students believed they had positive behaviour at school and in September 84% of students did; and
- in March 81% of students were interested and motivated in their learning and in September 74% were.

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

- in March 81% of students felt that their learning was relevant;
- in March 27% of students felt they had been bullied at school and in September 31% did;
- in March 89% of students felt teachers were

responsive to their needs;

- in March 72% of students felt there were clear rules and expectations for classroom behaviours;
- in March 83% of students felt they had someone at school who consistently provided encouragement;
- in March 84% of students felt classroom instruction was well organised, with a clear purpose and with appropriate and immediate feedback;
- in March 86% of students felt that classroom learning was effective and in September 85% of students did; and
- in March and September 85% of students felt that teachers emphasised academic skills and held high expectations for students.

Policy requirements

Aboriginal education

Griffith North Public School received \$43 914 in Aboriginal background funding in 2018.

Our Aboriginal Education Team held a community meeting early in Term 4 2017 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 community involvement. 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. It was also decided later in the year to support Aboriginal students by employing a teacher to work with students. This happened for Terms 3 and 4. In Term 3 the teacher worked with Year 2 students and in Term 4 she worked with students in Years 3, 4 and 5.

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 MGoals training, which is looking at a new way to write PLPs and Department of Education staff came to our school to provide staff with Cultural Awareness training.

This year on a Thursday afternoon, Anthony Edwards (Pecker) taught the boys an Aboriginal dance and Ty Powell, a Year 11 student from Griffith High School, taught the Years 3–6 boys the didgeridoo. Maydina Penrith taught the students from K–2 students and the 3–6 girls a dance. Both groups performed at the Proud and Deadly Awards and the K–2 students and 3–6 girls also performed at the opening of an Art Exhibition at the Griffith Art Gallery.

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 and traditional Indigenous games.
- Kaeli Chapman and Ellie Bradshaw participated in the NAIDOC Week Public Speaking Challenge, winning the Griffith Zone and the Riverina final. They went on to compete in the State Final in Dubbo where they were successfully placed in the top five of the state.
- in Term 3, 20 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 30 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 two 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 continued in the role of the Anti-Racism Contact Officer (ARCO) at GNPS.