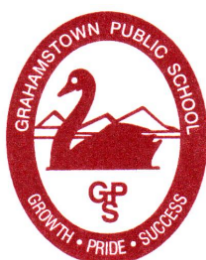


# Grahamstown Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

### School contact details

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## School background

### School vision statement

Grahamstown Public School – **where together we grow with pride, learn for life and strive to be the best that we can be!**

In this learning community we will:

- Acknowledge and develop the whole child in partnership with the wider school community.
- Develop respectful, responsible citizens who show pride in themselves and their community.
- Offer a supportive learning environment where education is valued and positive relationships are nurtured.
- Aspire to personal best through a community of high expectations in all dimensions of education.

### 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 57 Aboriginal students and 29 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 Learning Support 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 quality education for the Raymond Terrace community. Educational engagement is supported through a well developed network of ICT equipment and quality practice embedded 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. 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.

#### **In the Domain of Learning, the school is demonstrating practices consistent with:**

Learning culture – Sustaining and Growing

Wellbeing – Sustaining and Growing

Curriculum – Sustaining and Growing

Assessment – Delivering

Reporting – Delivering Student Performance Measures – Delivering

#### **In the Domain of Teaching, the school is demonstrating practices consistent with:**

Effective Classroom Practice – Sustaining and Growing

Data and Skills Use – Delivering

Professional Standards – Delivering

Learning and Development – Delivering

#### **In the Domain of Leading, the school is demonstrating practices consistent with:**

Educational Leadership – Delivering

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, 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

Quality Teaching, Outstanding Learning

### Purpose

To develop a culture that builds educational aspiration and ongoing performance improvement for students and staff.

### Overall summary of progress

We made very good progress towards our targets in Year 5 with an upward trend in both reading and Numeracy. Year 3 remains steady and will need to be a focus for next year.

According to school data, our results around students reaching expected levels according to in-school data have stayed stable or slightly decreased. We believe this is partly due to more accurate data being collected as teacher knowledge and practice improves.

In Reading, we have already reached our goal, with 51% of students reaching expected growth in 2018. In Writing, we had a decline and this will need to be a focus in 2019. In Numeracy, we made slight progress toward our goal with 36% displaying expected growth, so this will also need to be a focus for 2019.

During 2018 we had a focus on improving student learning outcomes by providing high quality professional learning for teachers. Teachers worked with Instructional Leaders to gather, analyse and record data on student achievement and then use this data to help prepare individualised learning programs which would move all students forward. This process was partnered with professional learning to improve classroom strategies, that based on research, work best to improve student engagement and learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the Percentage of students achieving in top 2 bands of NAPLAN in;  Year 3 Reading from 36% to 44% or higher  Year 3 Numeracy from 28% to 32% or higher  Year 5 Reading from 9% to 17% or higher  Year 5 Numeracy from 7.5% to 15.5% or higher	Employ Casual teachers 2 days/week to allow class teachers to work with Instructional Leaders for 1 hour per fortnight. \$42000  RAM funding was used to employ an additional Instructional Leader to develop classroom practice across Years 3–6, targeting those student in the mid ranges of NAPLAN. \$111000	Year 3 Reading 25%  Year 3 Numeracy 19.5%  Year 5 Reading 13.2%  Year 5 Numeracy 22%
Increase the percentage of students reaching expected achievement in Literacy and Numeracy;  Kinder Lit – 83% – 93%, Num – from 97.6% – 99%  Year 1 Lit – 69% to 79 % or higher, Num – 63% to 73% or higher  Year 2 Lit – 76% to 86% or higher, Num 81% to 91% or higher	Employ Casual teachers 2 days/week to allow class teachers to work with Instructional Leaders for 1 hour per fortnight. \$42000 (as above)  QTSS funding used to allow time for Assistant Principals to work with staff on improving pedagogies and implementing professional learning.  \$63000	Kinder: Lit – 79%, Num – 97.6%  Year 1: Lit – 65.1%, Num – 67.4%  Year 2: Lit – 80.3%, Num – 87.7%  Year 3: Lit – 60.8%, Num – 54%  Year 4: Lit – 69%, Num – 73.8%  Year 5: Lit – 67.7%, Num – 72.8%  Year 6: Lit – 71.6%, Num – 71.6%

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Year 3 Lit – 72% to 82% or higher, Num – 86% to 96% or higher</p> <p>Year 4 Lit – 71% to 81% or higher, Num – 86% to 96% or higher</p> <p>Year 5 Lit – 69% to 79% or higher, Num – 68% to 78% or higher</p> <p>Year 6 Lit – 77% to 87% or higher, Num 77% to 87% or higher</p>		<p>Kinder: Lit – 79%, Num – 97.6%</p> <p>Year 1: Lit – 65.1%, Num – 67.4%</p> <p>Year 2: Lit – 80.3%, Num – 87.7%</p> <p>Year 3: Lit – 60.8%, Num – 54%</p> <p>Year 4: Lit – 69%, Num – 73.8%</p> <p>Year 5: Lit – 67.7%, Num – 72.8%</p> <p>Year 6: Lit – 71.6%, Num – 71.6%</p>
<p>Students achieving at or above expected growth from Years 3 – 5 as indicated in NAPLAN will increase by 10%</p> <p>Reading – from 40% to 50% or higher</p> <p>Writing – from 68% to 78% or higher</p> <p>Numeracy – from 35% to 45% or higher</p>	<p>Professional Learning funds were used to provide high quality Professional Learning to build teacher knowledge and skills around effective, researched pedagogies. \$25000</p>	<p>Reading – 48%</p> <p>Writing – 58.8%</p> <p>Numeracy – 35.4%</p>

## Next Steps

Targeted professional learning will occur in both Reading, Writing and Numeracy across Years K–6. Instructional Leaders and Assistant Principals will work closely with classroom teachers and support will be provided through the Learning and Support Team to ensure all students are sufficiently and effectively supported to reach their potential.

## Strategic Direction 2

### Wellbeing

#### Purpose

To create a whole school structure where education is valued, diversity is respected and individuals support each other to connect, succeed, thrive and learn.

#### Overall summary of progress

By refining Learning and Support Team processes, reviewing PLB expectations and including programs to enhance knowledge and understanding of cultural heritage, we have made improvements in the students' feelings of belonging and improved their abilities to connect with each other and their community. Using a multi faceted approach to wellbeing, adjustments have been made to playground programs and classroom practices which complimented existing structures and supported students to develop academically, socially and emotionally. Our scores around a sense of belonging, inclusivity and interest have remained very stable indicating that changes haven't had a big impact as yet, but we are confident that planned improvements will help us turn this around.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year																		
Reduction in suspensions and negative red and amber incidences as recorded through Wellbeing tracking.	The employment of an AP Wellbeing has assisted to manage the number of incidences within the school, particularly in Semester 2.  \$116000	Our suspensions and amber and Red incidences were quite higher towards the end of 2018. The decision has been made to relaunch PBL to tighten up our expectations and regain consistency across the school in the hope of reducing incidences in the next 12 month period.																		
The % of students, parents and staff that feel a sense of belonging, care and inclusivity as indicated in TTFM surveys. will increase:  Students – 62% Belonging, 65% motivated and interested  Parents – Score 7.4 Welcome, 7.4 Inclusivity, 7.3 support for Learning  Staff – Score 8.1 Inclusivity, Score 7.2 Involvement; People Matter Survey – Employee engagement 62%	An Assistant Principal Wellbeing was released from class and a School Chaplain was employed to run programs that supported classroom teachers to provide alternate learning experiences for children who experience difficulties in the standard learning environment and in the playground.  \$1160009 (As above) AP Chaplain \$7000	Students – 62% Belonging, 51% motivated and interested  Parents – Score 7.3 Welcome, 6.9, Inclusivity, 7.3 support for Learning  Staff – Score 8.1 Inclusivity, Score 6.9 Involvement;  People Matter Survey – Employee engagement 43%																		
ATSI students will equal or better the outcomes of the broader community based on percentage of student in the top 2 bands of NAPLAN in Reading and Numeracy and in Growth from Year 3 to Year 5..	An Aboriginal Support worker was employed to support the educational, social and emotional needs of all our Aboriginal students.. Many programs were run to support the needs of ATSI students across all areas of school.  \$60000	% in top 2 bands <table><tr><th></th><th>General</th><th>ATSI</th></tr><tr><td>Y3R</td><td>25%</td><td>11.11%</td></tr><tr><td>Y3N</td><td>19%</td><td>0%</td></tr><tr><td>Y5R</td><td>22.22%</td><td>20%</td></tr><tr><td>Y5N</td><td>13.21%</td><td>20%</td></tr><tr><td>Growth</td><td></td><td></td></tr></table>		General	ATSI	Y3R	25%	11.11%	Y3N	19%	0%	Y5R	22.22%	20%	Y5N	13.21%	20%	Growth		
	General	ATSI																		
Y3R	25%	11.11%																		
Y3N	19%	0%																		
Y5R	22.22%	20%																		
Y5N	13.21%	20%																		
Growth																				

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year		
ATSI students will equal or better the outcomes of the broader community based on percentage of student in the top 2 bands of NAPLAN in Reading and Numeracy and in Growth from Year 3 to Year 5..		R	45%	60%
		N	36.8%	30%

## Next Steps

In 2019, we will be recharging PBL which we believe will have a huge impact on the culture of the school. We will have a strong focus on Wellbeing, with many new structures and programs being implemented to support the wellbeing of students, community and staff. The academic levels of our ATSI students will be closely monitored to ensure they are reaching their potential.

## Strategic Direction 3

### Partnerships

#### Purpose

To create a whole school community where staff, students, families and community partners are engaged in positive, respectful relationships which support continuous learning for all.

#### Overall summary of progress

It takes a village to raise a child, and to this end, at Grahamstown PS, we endeavour to build partnerships which are based on respect, mutual trust and continuous support. During 2018, we continued to develop these relationships across the community and our students benefitted by the support of many outside agencies and organisations which enhanced and improved their outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Significant improvement in partnerships with outside agencies and engagement of community members in activities fostered by this partnership.	School Wellbeing Officer (Chaplain) was employed to support programs in school and offer mentoring type relationships with students with additional social/emotional needs.  \$7000	An ongoing partnership and active representation at the Port Stephens Child and Family Network, the Youyoong AECG, Wandiyali, KU Steps to Starting School and the Port Stephens Mobile Pre School, have enabled many families to be appropriately supported both inside and outside the school.
The percentage of parents actively engaged in Mgoals and SLSP processes will improve to 100%..	Aboriginal Support Worker and Learning and Support Teachers.  \$60000	In this area we would still like to see growth. 100% of our Aboriginal families were involved in developing PLPs for their children, however we would like to see the Mgoals resource and PLSPs more effectively utilised to support children and form a stronger link from school to home.
The Percentage of families who participate in the Tell Them from Me surveys will increase from (12% in 2017 – 75% in 2020)  100% of parents will engage in communication with their class teachers through Class Dojo.	Our Technology teacher made computers available to parents during afternoon pick up in an effort to increase participation in the parent survey.	The information we receive from the Tell Them From Me surveys is invaluable in ensuring that what we are providing at school is a true reflection of the community needs. We had a slight increase in families who completed the survey, but would like to improve on this in 2019
100 percent of staff actively engaged in coaching and mentoring practices in order to support the attainment of PDP goals.		100% of staff actively engaged in the PDP process which included observations by colleagues and coaching sessions with Instructional Leaders.

#### Next Steps

Continue to develop, nurture and grow relationships both within school and across the community which will assist families to support their children to reach their full potential. Continuous learning for all will be a focus in 2019 and we will encourage parents/carers to participate in all opportunities offered.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employment of an Aboriginal Support Worker.</p> <p>Funding for Aboriginal Initiatives and programs (Gatthang Language)</p> <p>\$60000</p>	<p>Our ATSI students achieved better growth than their non–Aboriginal peers from Year 3 – 5 in 2018.</p> <p>Percentage of our ATSI students are in the top 2 Bands in NAPLAN in;</p> <p>Numeracy– 33% in Year 3 and 22% in Year 5,</p> <p>Reading – 11% in Year 3 and 22% in Year 5.</p> <p>Overall, Our ATSI students Score above the state average in Year 5 in Reading, Writing and Numeracy.</p>
<b>Low level adjustment for disability</b>	<p>The school employed 8 School Learning Support Officers and 0.3 additional Learning and Support Teachers to provide support for all students with additional needs across the school. \$196000</p>	<p>Our students with additional needs were heavily supported by the Learning Support Team and School Learning Support Officers.. 55 students in K–2 and 105 students in years 3–6 were involved in various interventions to support their academic, social, behavioural, physical and emotional needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Our 0.59 staffing allocation was used to employ a Temporary teacher to cover each AP one day per week for QTSS purposes.</p>	<p>Each Assistant Principal had one day a week off class. During this time, they worked to support their teachers to improve classroom practice., in conjunction with Instructional Leaders. This helped build relationships and resulting in the teachers improving their ability to analyse data and plan for future learning for all students based on data that more accurately reflected student achievement.</p>
<b>Socio–economic background</b>	<p>Our funding to support children from Low– socio economic backgrounds was used in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Employment of an additional Classroom teacher to allow an AP to be off class for Wellbeing.</li> <li>• Part time Instructional Leader to work with Teachers to improve classroom practice.</li> <li>• Involvement in Initiatives and Professional Learning (Focus On Reading, STEM, School wellbeing initiative)</li> <li>• Intervention Programs</li> </ul> <p>• \$290000</p>	<p>The allocation of funding to these areas has had a large impact on the way we do things here at Grahamstown PS. Many more students are supported to access their learning in individual and alternate ways which support their emotional wellbeing. Teachers are continuously improving classroom practice and monitoring their student academic, social, behavioural, physical and emotional needs. They are being trained in research based pedagogies and learning from each other while they work collaboratively to improve outcomes for all students. Intervention programs support children with a variety of needs and assist the school to meet the wellbeing needs of all students.</p>
<b>Support for beginning teachers</b>	<p>We had no beginning teachers at Grahamstown PS during 2018.</p>	<p>We had no beginning teachers at Grahamstown PS during 2018.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	153	162	173	164
Girls	185	187	188	187

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	94.8	95.2	92.7
1	94.5	92.9	93.6	92.4
2	93.3	94.2	95.1	93.6
3	95.1	93.6	95	92.7
4	93.9	94.3	93.7	91.5
5	94.1	94.2	93.9	90.2
6	92.9	92.8	95.1	92.4
All Years	94.2	93.8	94.4	92.2
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

Attendance is monitored regularly by classroom teachers and absences followed up for explanation. The principal regularly monitors attendance and any child with an attendance rate less than 85% is flagged. Meetings with the parents/carers of these students take place, in conjunction with the Home School Liaison Officer, to highlight the impact of such absences on the school's ability to ensure overall learning outcomes are maximised.

Usually these meetings result in a marked increase in the attendance rates of students. When this isn't the case, further meetings are held and referrals for Home school Liaison Support are made. The school then works closely with the student and family to develop

more effective attendance patterns.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.24
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.92

\*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. We also have an Aboriginal support worker who is a proud Biripi man. He is also an active member of our Aboriginal Education Team. These three staff members, in conjunction with all staff at Grahamstown PS, work tirelessly to support the needs of our Aboriginal students and to foster a sense of understanding and pride on our Aboriginal Heritage.

### 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 2018. All other teachers are actively working towards maintaining their accreditation.

All staff participated in Mandatory training in

anaphalaxis, CPR, Child Protection and Emergency Care.

Early Stage 1 and Stage 1 staff were trained in L3 and all staff had professional learning in Focus on Reading. Two staff members trained as In – school Trainers 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. All skills and knowledge gained through this professional learning was passed on to classroom teachers and used across the school to improve classroom practices.

The Executive Staff completed professional learning in Visible Learning Pedagogies and began working with all staff to implement Visible Learning strategies across the school to enhance learning outcomes for students.

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

Through Data Talks led by Instructional Leaders, all staff received ongoing training on the Progressions of Learning in both Literacy and Numeracy and these to track student progress and make plans for effective future learning.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	278,724
<b>Revenue</b>	3,728,675
Appropriation	3,599,845
Sale of Goods and Services	759
Grants and Contributions	124,733
Gain and Loss	0
Other Revenue	0
Investment Income	3,339
<b>Expenses</b>	-3,620,637
Recurrent Expenses	-3,620,637
Employee Related	-3,311,117
Operating Expenses	-309,520
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	108,038
<b>Balance Carried Forward</b>	386,762

The schools finances are managed by a committee and the budget is developed to compliment the School Plan for Improvement.

During 2018 we put a lot of our finances towards employing personnel to best support student needs. This has allowed us to run initiatives which build teacher capacity and support students in their academic needs and overall wellbeing.

As we work to build quality teachers to ensure outstanding learning, funds are utilised on Professional Learning and structures which support a collaborative approach to planning, teaching and learning.

The school environment has benefitted from funds as we strive to make the learning environment safe, welcoming and appealing to our students, while offering them some alternative learning and playing spaces.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,315,476
Base Per Capita	69,806
Base Location	0
Other Base	2,245,669
<b>Equity Total</b>	555,762
Equity Aboriginal	60,351
Equity Socio economic	298,498
Equity Language	808
Equity Disability	196,106
<b>Targeted Total</b>	109,142
<b>Other Total</b>	404,403
<b>Grand Total</b>	3,384,783

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

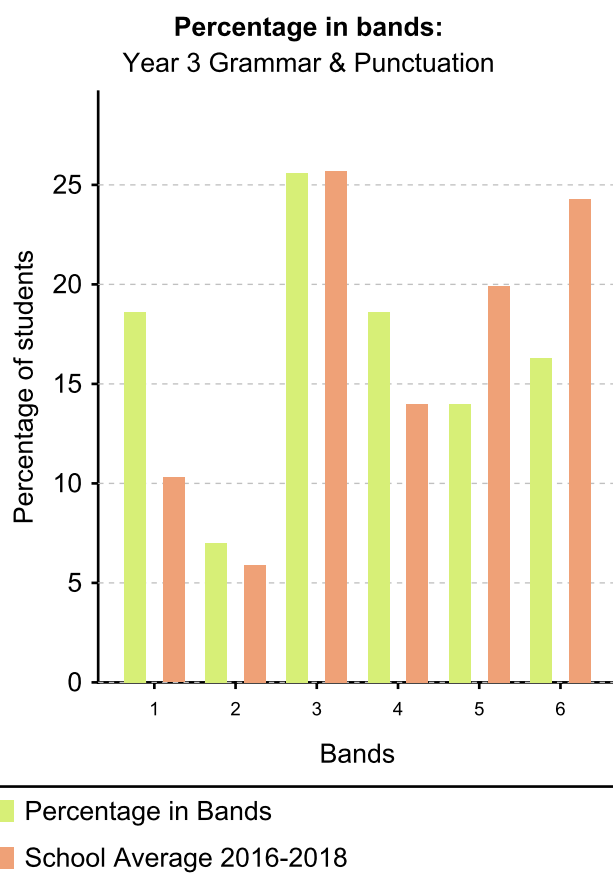
### NAPLAN

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.

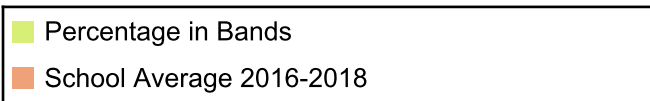
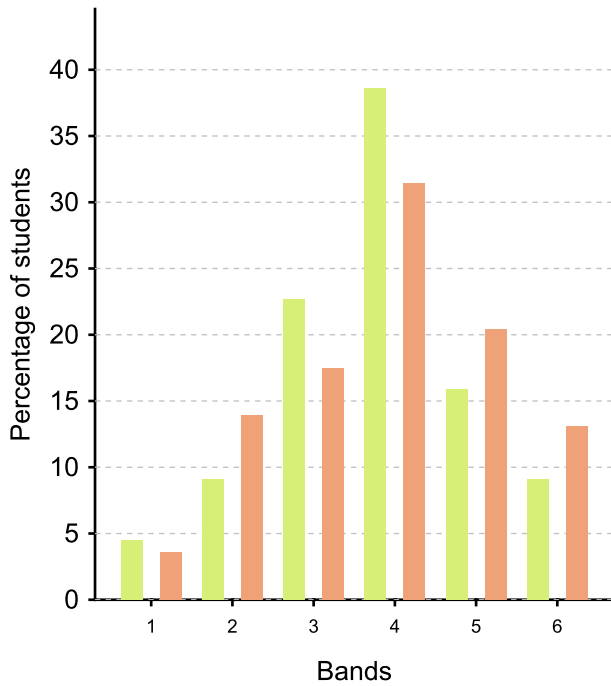
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

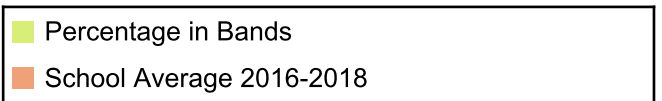
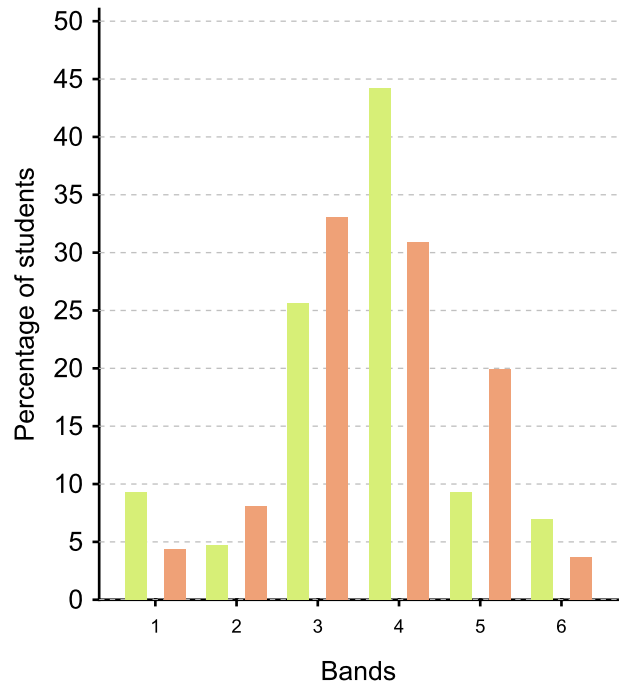
In Year 3, our average NAPLAN scores in Grammar and Punctuation and Reading showed a slight decline, however in Spelling and Writing we showed a slight increase in 2018. In Year 5, while writing showed a small decrease, significant increases were made in Grammar and Punctuation, Spelling and Reading.



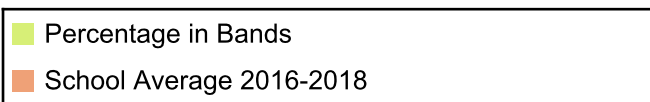
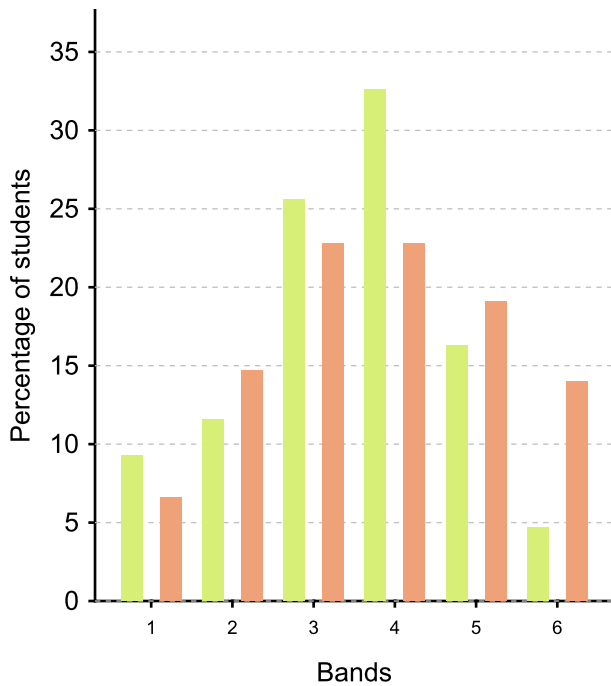
**Percentage in bands:**  
Year 3 Reading



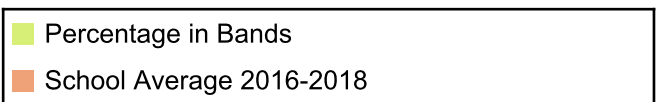
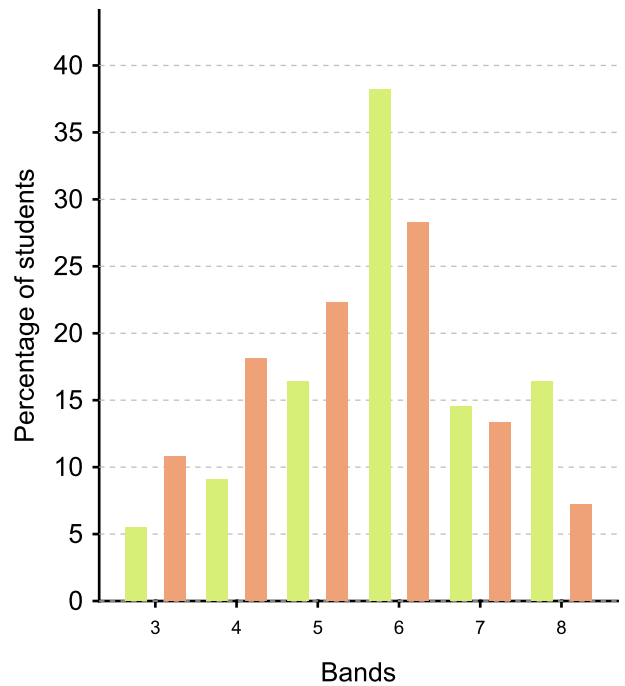
**Percentage in bands:**  
Year 3 Writing



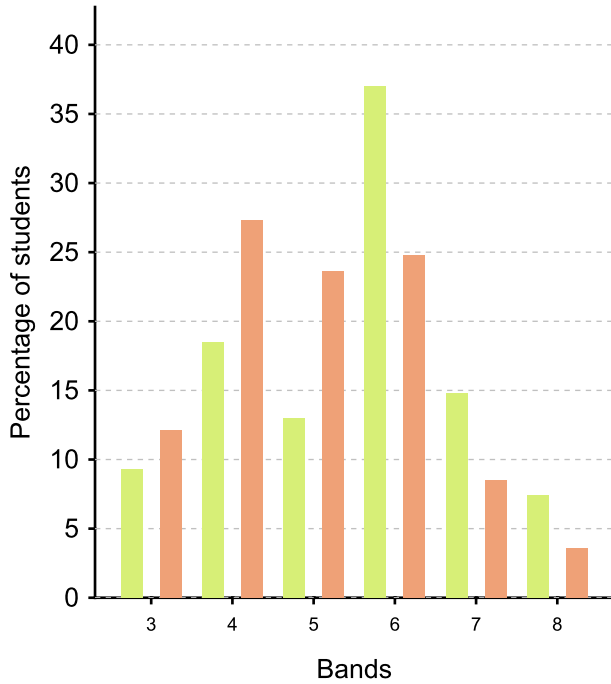
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Grammar & Punctuation

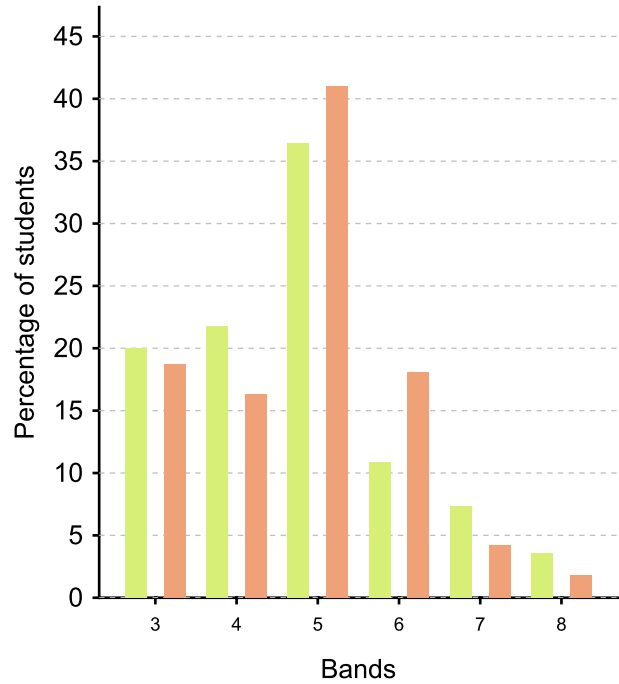


**Percentage in bands:**  
Year 5 Reading



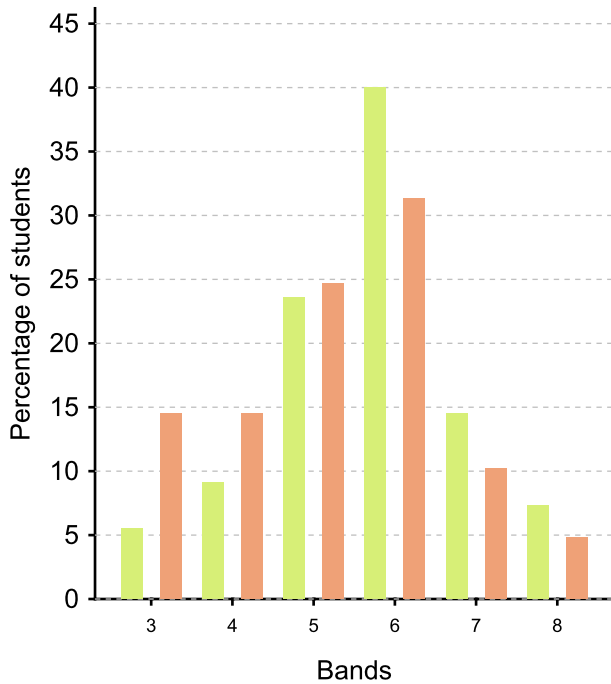
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

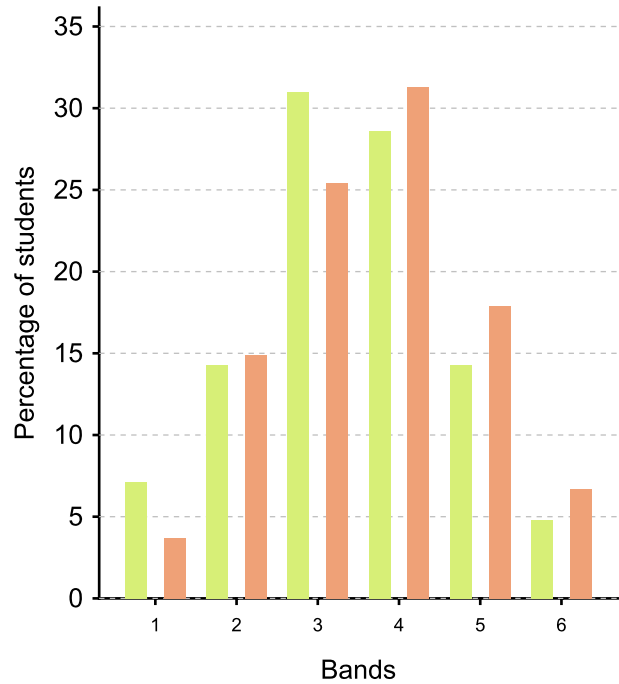
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

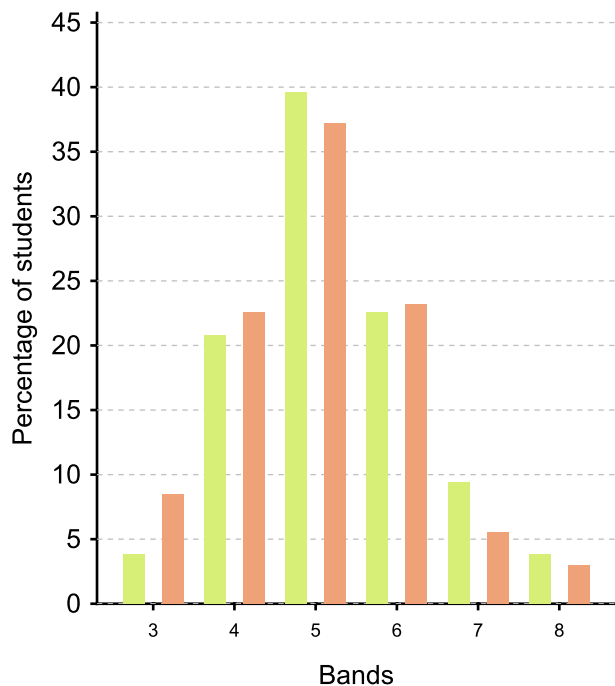
In Year 3 in 2018, the Average scores in Numeracy showed a slight decrease, however in Year 5, a significant increase was made.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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.

While we saw a small decline in the percentage of students in the top 2 bands in Year 3 in Reading and Numeracy, our Year 5 results showed a tremendous increase of 8.5% in Reading and 19% in Numeracy.

Our ATSI students achieved better growth than their non-Aboriginal peers from Year 3 – 5 in 2018. The percentage of our ATSI students are in the top 2 Bands in NAPLAN in

are 33% in Year 3 and 22% in Year 5 in Numeracy and 11% in Year 3 and 22% in Year 5 in Reading.

Overall, our ATSI students score above the state average in Year 5 in Reading, Writing and Numeracy.

## 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. In 2018 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 2018

All students in Years 4, 5 and 6 were surveyed in Term 3 2018.

Results are summarised below.

% of students:

- Participation in school sports: 69% (State Norm=83%)
- Participation in extracurricular activities: 47% (State Norm=55%)
- Positive sense of belonging: 62% (State Norm=81%)
- Students with positive relationships: 84% (State Norm=85%)
- Students that value schooling: 88% (State Norm=96%)
- Positive homework behaviours: 29% (State Norm=63%)
- Students with positive behaviour at school: 80% (State Norm=83%)
- Students who are interested and motivated: 50% (State Norm=78%)

*The school results in the parent survey were all close to or 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 Survey Results 2018

Results are summarised below.

Score out of 10 point scale:

- Parents feel welcome: 7.1 (State Norm=7.4)
- Parents are informed: 7.0 (State Norm=6.6)
- Parents support learning at home: 7.4 (State Norm=6.3)
- Support for learning: 7.1 (State Norm=7.3)
- School supports positive behaviour: 7.6 (State Norm=7.7)
- Safe school: 7.7 (State Norm=7.4)
- Inclusive school: 6.9 (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 2018

10 classroom teachers completed the online survey in Term 3 2018.

Results are summarised below.

Score out of 10 point scale:

- Leadership: 6.3 (State Norm=7.1)
- Collaboration: 7.4 (State Norm=7.8)
- Learning culture: 8.0 (State Norm=8.0)
- Data informs Practice: 7.6 (State Norm=7.8)
- Teaching strategies: 8.0 (State Norm=7.9)
- Technology: 5.4 (State Norm=6.7)
- Inclusive school: 8.1 (State Norm=8.2)
- Parent involvement: 6.9 (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 or bettered those of non-Aboriginal students.

100% of Aboriginal students that began 2018 at Grahamstown had Personal Learning Plans through MGoals. Students evaluated their existing 2017 Personalised Learning Plans (PLP's) and decided on future directions for 2018. Meetings were held with parents, Mrs Trembath or Mr Casserly, the Aboriginal Support worker, Adrian, 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 an Aboriginal Dance Group, Gathung language, StarStruck Aboriginal performance and a mentoring program through Wandyalli.

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 2018 by having the ATSI students visit classrooms and teach them some of the Gathang Language they have been learning. They also made Acknowledgement to Country signs for their classrooms and with ATSI mums, designed a mural for the entry of the school.

Remaining staff members were training in Connecting to Country which means that all staff have now had the invaluable experience which has given them a deeper knowledge and understanding of our local heritage.



### 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.