

# Grafton Public School

## 2019 Annual Report



2060

## Introduction

The Annual Report for 2019 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.

### School contact details

Grafton Public School

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## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

#### Improvement Measures

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)

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Whole school approaches to wellbeing, including strengthening and increasing awareness of PBL at GPS.

Evaluation	Funds Expended (Resources)
<p>During 2019 our PBL program commenced a revamp to include new explicit behaviour lessons. Playground and classroom negative behaviour data entries on Sentral were used to inform areas that needed to have new explicit lessons to address areas of concern. The weekly PBL rule continued to be introduced on the Monday morning assembly by our school leaders and then students were reminded of the weekly rule every morning by the student leaders. Class teachers follow up with teaching the PBL lesson in class throughout the week and Assistant Principals also reminded students in Stage assemblies. New PBL positive postcards were designed and this was added as a positive entry on Sentral to be tracked.</p> <p>When students, parents and staff were asked how we could improve the school, many mentioned the lack of signage around the school. To address these concerns, additional signage was designed and placed around the school on both campuses. These included positive quotes, academic signage, reminders of rules (eg. Bike helmet sign when leaving through the bike gate, hat reminder sign before entering the bottom playground), recycling signage, location/building signage, STAR values signage, the introduction of some Bundjalung signage and welcome signage in English and Bundjalung languages. Further signage will be added in 2020 to include more Bundjalung language signage and emotional regulation signage.</p> <p>Data showed an increase in positive behaviour entries and a small decrease in negative behaviour incidents. Students with complex needs who had specialised interventions showed huge improvements in behaviours by term 4. In 2020 further strategies/practises need to be put in place/revisited to continue to decrease negative behaviours at GPS.</p>	<ul style="list-style-type: none"><li>* LaST teachers (1.4 FTE staffing entitlement of LaST teachers made up \$149,402 of funding entitlement).</li><li>* One LaST teacher was trained in Rock and Water</li><li>* All K–2 staff completed training with the Got It Team. The Confident Kids Program – Got It Team and LaST teacher</li><li>* All staff commenced the Trauma Informed Practice Pilot project training which will continue into 2020.</li><li>* Additional SLSOs were employed to support other wellbeing initiatives in the school, including gardening programs, social skills programs, bike riding program and living skills programs.</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$229076.00)</li></ul>

##### Process 2: Behaviour Management and Extra Curricular Opportunities

Draw on research to develop and implement high quality Professional Learning in behaviour management practices and extra curricular activities.

Evaluation	Funds Expended (Resources)
<p>Our SRC asked if we could improve our recycling practices which would make the students increase their pride in the school and increase environmental awareness.</p>	<ul style="list-style-type: none"><li>* SRC Co-ordinators, SRC and Wellbeing SD team</li></ul>

## Progress towards achieving improvement measures

Two SLSOs participated in a gardening and recycling Professional Learning workshop and then introduced a number of Green Team initiatives into the school including can/popper/bottle recycling, can tab recycling for wheelchairs, and bottle cap recycling for prosthetic limbs. Compost bins and worm farms were purchased to further reduce our waste and improve our gardening program for the students. SLSOs worked with students on various projects throughout the year.

In 2020 the Primary garden will be revamped and the Infants campus will have a new garden built. The SRC have requested new trees be planted to replace ones lost in 2019 and our Bush Tucker garden will be extended. The SRC have also asked to build shade shelters over the wooden seating outside the library.

Staff PL in Behaviour Management was mainly our whole school training with Dr Bill Rogers although other staff attended other Professional Learning throughout the year including training with Ian Luscombe, Rock and Water, Friends Program/Confident Kids, and The Zones of Regulation.

Further Professional learning will be sought after in 2020 for Behaviour Management strategies of students with mental health issues, ASD and trauma.

\* Additional SLSOs were employed to support other wellbeing and extra-curricular initiatives in the school, including gardening programs, music programs, social skills programs, bike riding program and living skills programs.

\* All staff attended behaviour management training with Dr Bill Rogers.

### Funding Sources:

- Professional Development (\$10000.00)
- Beginning Teachers (\$5000.00)
- Socio-economic background (\$10000.00)
- Landcare Grant (\$1000.00)



## 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.

#### Improvement Measures

Students will achieve expected growth data (NAPLAN/Progressions). Any student who does not achieve this will be identified and receive additional support.

#### Progress towards achieving improvement measures

##### Process 1: Embed technology for enhanced learning and engagement

Develop and implement processes to upskill staff in the integration of technology in the curriculum.

Evaluation	Funds Expended (Resources)
<p>Additional technology was purchased in 2019 and further technology will be purchased in 2020 to support this Strategic Direction goal. Staff capability surveys in technology were completed and will be completed at the end of 2020 to see the full impact that the additional resources and professional development has had on staff teaching practices.</p> <p>There has been an increase in the number of Primary staff using Microsoft Teams and other technology within their teaching of various Key Learning Areas. There has been a large uptake of Bee-Bots in K-2 and Support Unit classes throughout 2019 and especially incorporating the use of these into English and mathematics lessons. In 2020 we are working towards all staff grades 4-6 regularly using Microsoft Teams and other grades starting to upskill the students in this platform. In 2020 we are hoping to establish a permanent STEM room that staff can access with their class on a weekly basis.</p>	<ul style="list-style-type: none"><li>* Computer Specialist SLSO employed (Full Time) to upskill staff in technology and assist with STEM lessons</li><li>* The Gadget Guy was employed to work with students in grades 3-5 in technology to expose them to the various technology our school was purchasing. An after school whole school training session was also conducted for staff.</li><li>* Staff participated in 'Embedding Technology into the Curriculum' full day training with the NSW Department of Education Technology Team as a combined SDD with Westlawn Public School.</li><li>* Professional Development Provided to all staff in Microsoft Teams, One Note, One Drive</li><li>* Professional Development opportunities provided in Lego Robotics (WeDo), MBots, Bee Bots, Spheros, and 3D Printers and how to integrate the use of them effectively into classroom practice for improved learning outcomes.</li><li>* Purchase of additional laptops and ipads for K-2 classrooms</li><li>* DP/Technology Teacher available to support teachers with Professional Learning.</li></ul>



## Progress towards achieving improvement measures

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### Funding Sources:

- Technology (\$60000.00)
- P&C (\$10000.00)

## Process 2: Focus on Literacy and Numeracy

Plan teaching and learning programs in Literacy and Numeracy that are evidence based and cater for individual needs.

Evaluation	Funds Expended (Resources)
<p>All ES1 staff successfully implemented Best Start at the beginning of 2019 for 64 students.</p> <p>Staff involved in the Big Ideas in Number have said the training was invaluable and have commenced training sessions for the whole staff throughout 2019 and this will continue into 2020. In 2019 the focus was on Number Talks and establishing the reasoning behind our involvement in the program and why we need to implement some changes to our current mathematics practices. All teachers K-6 and SU have been receptive to the training and from the post training surveys, feel their teaching practices in mathematics will improve. Shoulder to shoulder teaching and lesson modelling in mathematics will commence in 2020.</p> <p>Seven Steps training has been delivered to most staff in grades 3-6 over the past three years and the school has three trainers who have been upskilling staff who have not completed the official training. Writing results in 2019 NAPLAN showed great improvements in Writing since the introduction of 7 Steps and the Instructional Leaders (EAfS Program).</p> <p>Considered feedback and data to ascertain suitability for the school in trialling Essential Assessment in 2020.</p>	<p>\$30,000 for new resources, Professional Learning, casual staff, flights and accommodation for Big Ideas training</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning (\$20000.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li> </ul>





## 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.

#### Improvement Measures

An increase in the number of teachers accredited at proficient or higher levels.

Evidence of goals within the performance and development plans being aligned with the higher levels of Professional Standards for Teaching.

An increase in the self efficacy of teachers measured by data (People Matter Survey).

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

#### Progress towards achieving improvement measures

##### Process 1: Dynamic Learning Culture

Develop a professional learning community amongst Grafton Public School staff including quality collaboration and self reflective practices.

Evaluation	Funds Expended (Resources)
<p>Accreditation Teacher upskilled all Assistant Principals in supervising beginning teachers and how to effectively complete PDP goals and observations. More Professional Learning will be provided in 2020 to ensure this process is well supported and leads to improved teacher and student outcomes.</p> <p>Instructional Leader conferences were found to be beneficial by the majority of staff and will continue into 2020 will targeted focuses based on student and teacher needs in each grade. Collaboration time with grades has been seen as a key positive factor and additional grade time for collaboration will be provided during SDDs throughout the year and in scheduled stage/grade meetings.</p>	<p>* Professional Learning courses, casual teachers, travel and accommodation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$10000.00)</li><li>• Staffing (\$40000.00)</li></ul>

##### Process 2: Distributive Leadership

Develop a whole school approach to professional practice, identify staff with strengths and provide opportunities for them to build their leadership capabilities.

Evaluation	Funds Expended (Resources)
<p>Staff strengths have been utilised and built upon throughout 2019 to upskill other staff and continue to enhance their own professional practices.</p> <p>Classroom observations and PDPs were held for every class teacher. SLSO and SAS staff also completed PDPs and met with their supervisors about future goals.</p> <p>Whilst no staff chose to go for accreditation at a higher level due to the costs involved for the individuals, a number of staff received promotions within the Department of Education into Principal, Deputy Principal and Assistant Principal roles at Grafton Public School and at other schools. Other staff took on leadership roles leading Strategic Direction Teams and other committees</p>	<p>Staffing – 1 day per week Teacher Accreditation</p> <p>Casual Staff – to replace staff when they are attending Leadership courses</p> <p>DoE Credential Modules</p> <p>Mentor Teachers</p> <p>Leadership Professional Learning</p>

## Progress towards achieving improvement measures

within the school including the new Aboriginal Education Team.

Additional professional collaboration occurred in Learning Walks and Instructional leader conferences as well as Leadership training afternoons and stage meetings.

The Accreditation teacher worked with a number of staff to complete their teacher accreditation and others to complete their maintenance. New inductions were written to be implemented in 2020 and new observation sheets which align closer to the standards were also developed and training have been provided to Assistant Principals to support their staff in further developing their skill sets.

In 2020, Learning walks will be replaced with additional Instructional Leader conferences for all staff including the Support Unit and additional time to observe Big Ideas in Number lessons in action.

### Funding Sources:

- Beginning Teachers (\$10000.00)
- Professional Learning (\$10000.00)



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Signage</p> <p>Staffing – 4 x ASLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$181 584.00)</li> </ul>	<p>In 2019, the Aboriginal Education Team at Grafton PS was formed. Every member of the team also became a member of the local AECG and has attended AECG meetings.</p> <p>The Bundjalung Language Program was in every K–2 classroom taught by Miss Bek.</p> <p>Stage 2 Cultural Day was organised with the local AECG</p> <p>Combined Aboriginal Dance Group with Westlawn PS was established</p> <p>Four Aboriginal SLSOs were employed to help support students in classrooms throughout the school and play programs</p> <p>Aboriginal signage commenced around the school and this will be increased in 2020.</p>
<b>English language proficiency</b>	<p>Staffing – Teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$23 463.00)</li> </ul>	<p>Additional teaching time in Kinder and Year 1 classrooms to assist those students who met the criteria.</p>
<b>Low level adjustment for disability</b>	<p>1.4 Learning and Support Teacher Allocation (\$149,402)</p> <p>Flexible funding to employ 2 additional SLSOs (\$79,673)</p>	<p>Introduction of Rock and Water Program (Targeted group)</p> <p>Introduction of Confident Kids Program (targeted group)</p> <p>MiniLit and MultiLit Interventions provided after referrals to Learning and Support Team</p> <p>LaST teacher working shoulder to shoulder on a flexible timetable to support students with behaviour and learning needs and upskill teachers in behaviour management strategies.</p> <p>These interventions led to decreased behaviour incidents in the majority of students involved in the programs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staffing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$129 126.00)</li> </ul>	<p>Additional RFF time was provided to Assistant Principals to release them from class one day per week to mentor and support teachers they supervise. This allowed for class observations, team teaching, mentoring, Instructional Leader conferences and collaboration. Targeted Professional Learning was also able to occur.</p>
<b>Socio–economic background</b>	<p>Teachers</p> <p>SLSOs</p> <p>Food</p> <p>Wellbeing Programs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio–economic background (\$527 218.00)</li> </ul>	<p>Additional classes were formed and additional staff were employed to assist students with small group and 1:1 interventions. Students were able to access camps at a reduced cost and lunches were provided to students in need. Support was also provided to students from 2 other schools who joined our school in term 4 due to school closures during the bushfire season.</p>

<p><b>Support for beginning teachers</b></p>	<ul style="list-style-type: none"> <li>* Specialised Accreditation Teacher position formed to work shoulder to shoulder with Beginning Teachers and support their journey through the NESA accreditation process</li> <li>* Additional RFF time provided for Beginning Teachers to work with Mentors/APs/Instructional Leaders and/or Accreditation Teacher</li> <li>* Various Professional Development Opportunities for Beginning Teachers to improve their teaching practice. Including Behaviour Management Courses, L3, Online Training Courses, Youth Mental Health First Aid to cater for the individual teachers needs. (resourced cost of course as well as casual replacement to attend courses)</li> <li>*Mentor Guidelines and Staff Introductory Handbook to be created to assist new staff with the mentoring processes and other procedures at school.</li> </ul>	<p>All beginning teachers completed additional professional learning and were provided with additional RFF and support from the accreditation teacher/Instructional Leader/ Assistant Principal. All beginning teachers who sought accreditation in 2019 were successful in gaining their NESA Accreditation and others are on track to complete accreditation throughout 2020.</p> <p>A draft mentor guidelines and Staff Introductory Handbook has been created by the Accreditation Teacher to support new teachers at Grafton Public School.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	348	343	340	312
Girls	333	350	330	305

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.9	94.8	92.7	94.4
1	91.8	91.8	92.7	92
2	93.6	93.2	91.4	93
3	92.4	94	92.7	91.6
4	93	93	92	91.4
5	93.3	92.1	91.4	90.6
6	93.3	93.1	90.5	90.2
All Years	92.7	93.1	91.9	91.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	28.81
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	10.46

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	727,433
<b>Revenue</b>	8,048,912
Appropriation	7,742,042
Sale of Goods and Services	29,716
Grants and contributions	274,726
Investment income	2,227
Other revenue	200
<b>Expenses</b>	-8,001,059
Employee related	-7,145,693
Operating expenses	-855,366
<b>Surplus / deficit for the year</b>	47,853

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,450,842
<b>Equity Total</b>	961,340
Equity - Aboriginal	181,584
Equity - Socio-economic	527,218
Equity - Language	23,463
Equity - Disability	229,076
<b>Base Total</b>	4,091,173
Base - Per Capita	165,077
Base - Location	3,708
Base - Other	3,922,388
<b>Other Total</b>	960,222
<b>Grand Total</b>	7,463,578

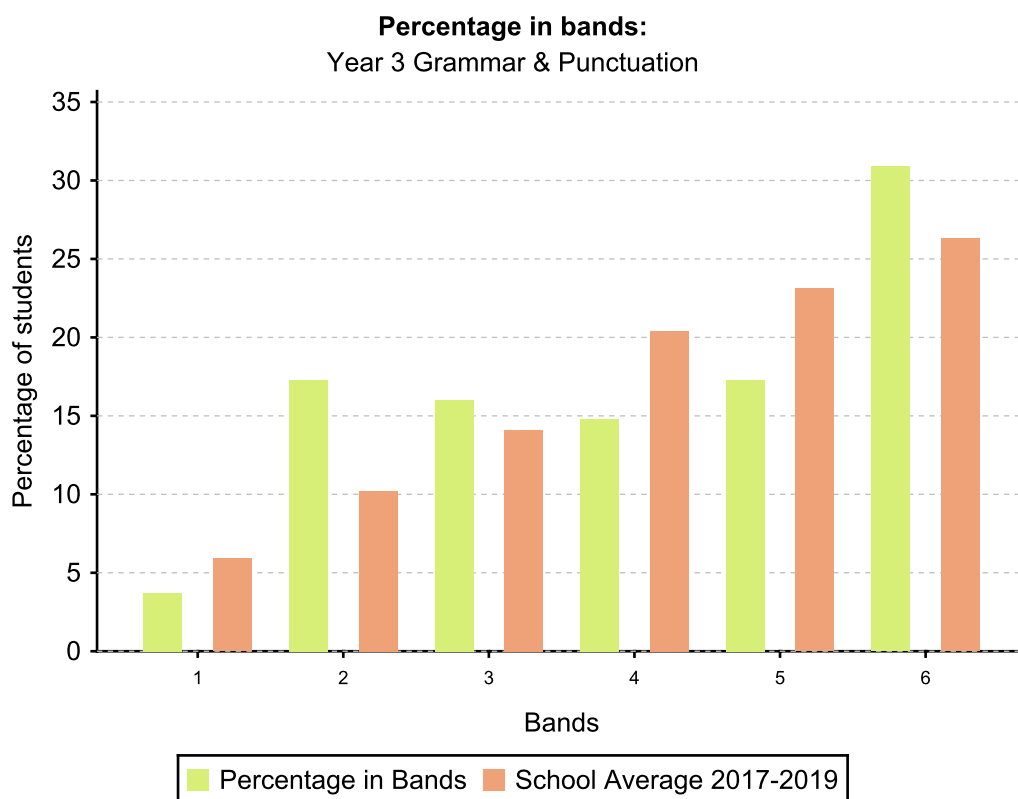
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

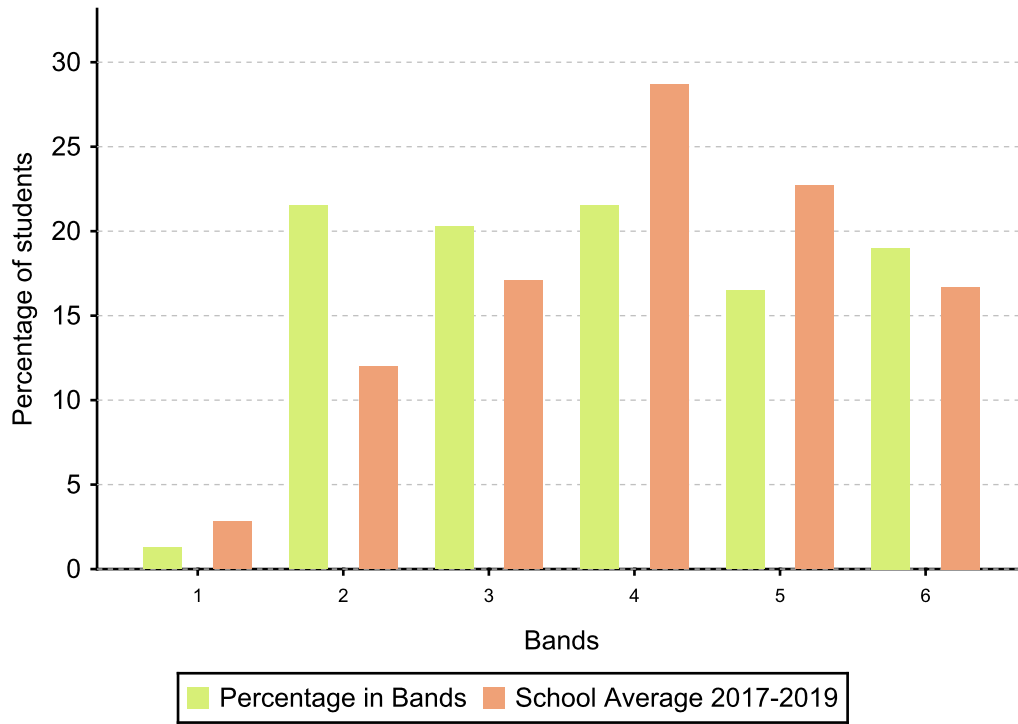
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



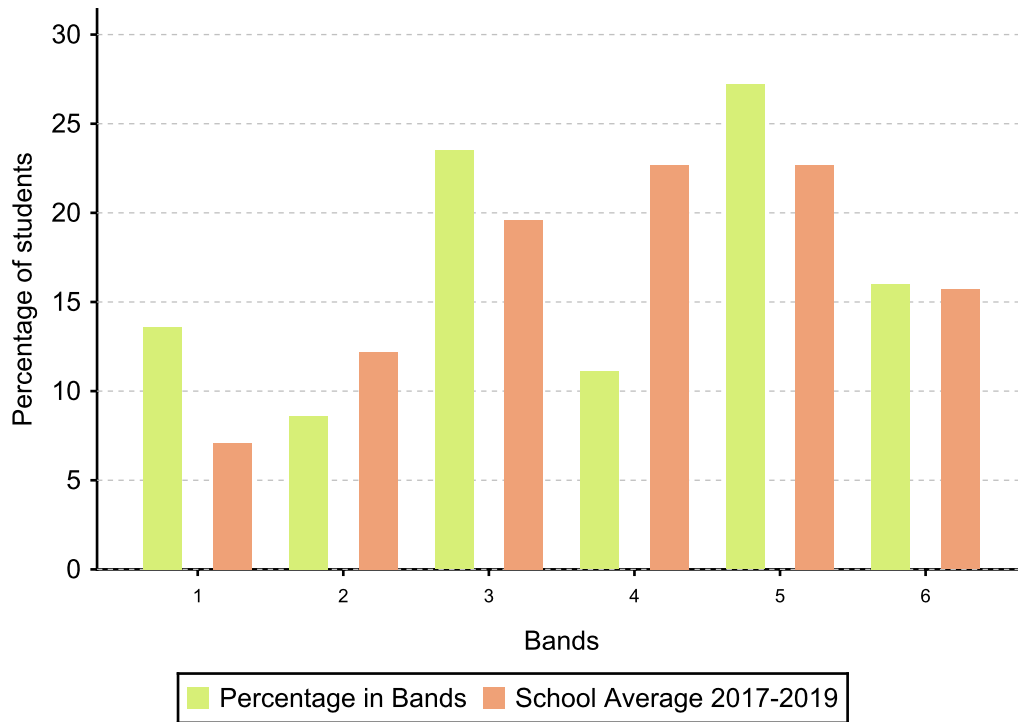
Band	1	2	3	4	5	6
Percentage of students	3.7	17.3	16.0	14.8	17.3	30.9
School avg 2017-2019	5.9	10.2	14.1	20.4	23.1	26.3

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	1.3	21.5	20.3	21.5	16.5	19.0
School avg 2017-2019	2.8	12	17.1	28.7	22.7	16.7

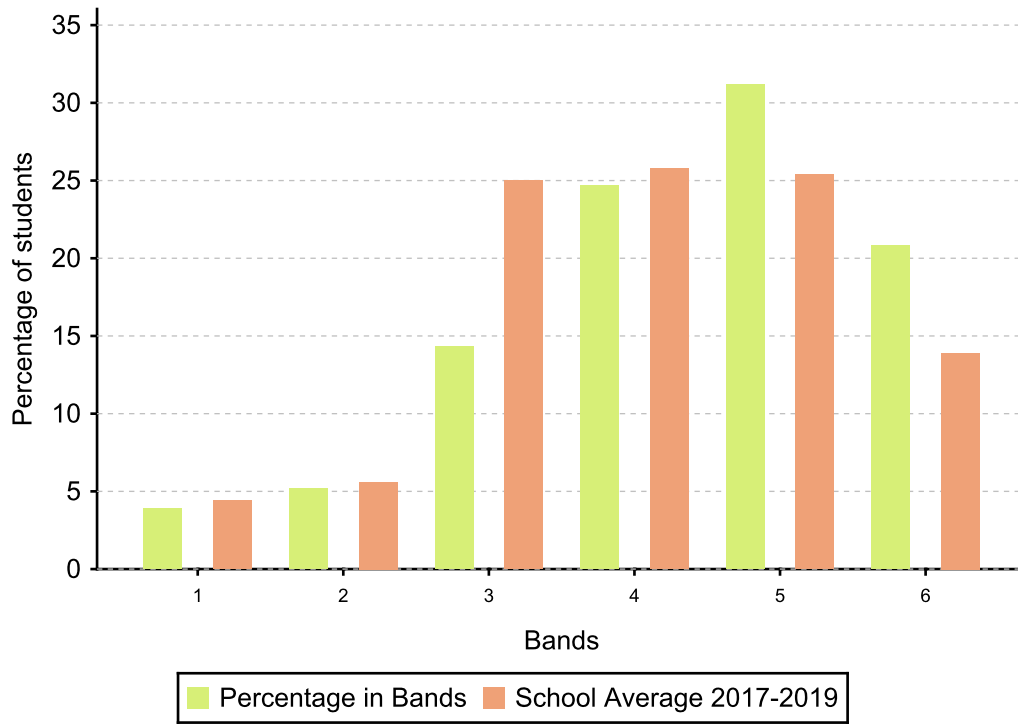
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	13.6	8.6	23.5	11.1	27.2	16.0
School avg 2017-2019	7.1	12.2	19.6	22.7	22.7	15.7

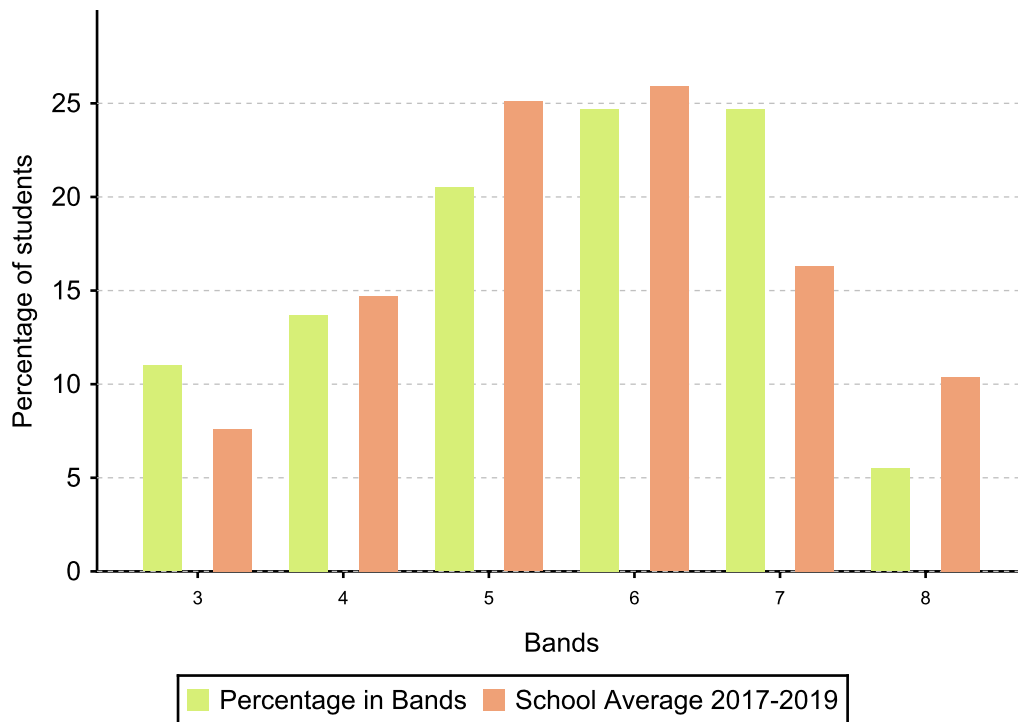
### Percentage in bands:

#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	3.9	5.2	14.3	24.7	31.2	20.8
School avg 2017-2019	4.4	5.6	25	25.8	25.4	13.9

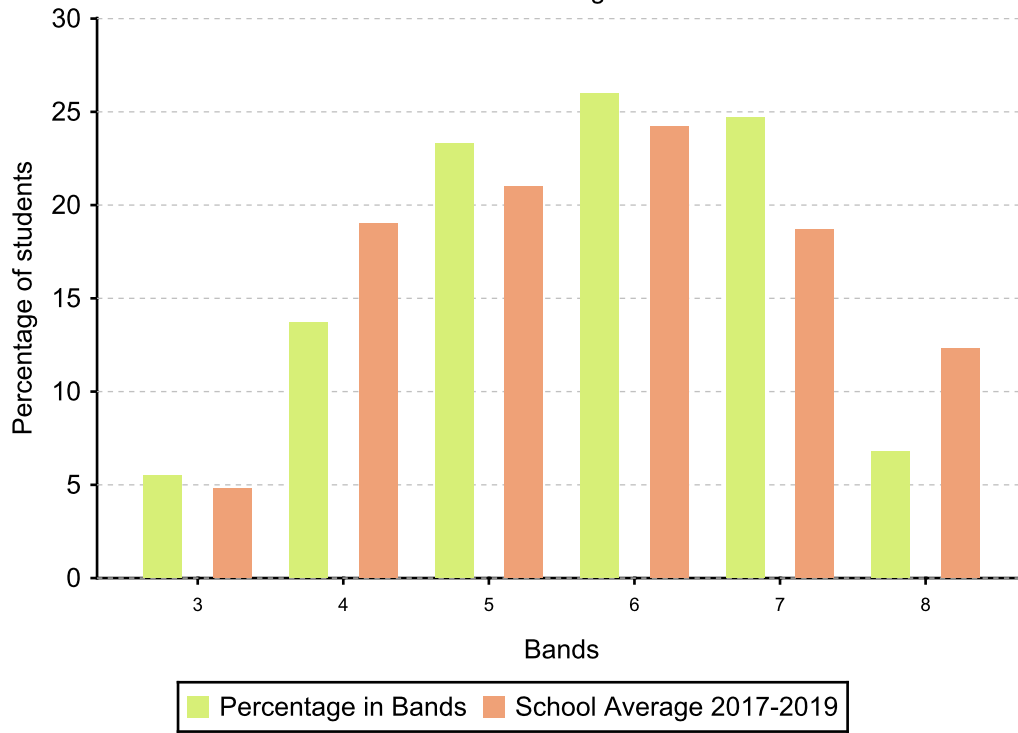
### Percentage in bands: Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	11.0	13.7	20.5	24.7	24.7	5.5
School avg 2017-2019	7.6	14.7	25.1	25.9	16.3	10.4

### Percentage in bands:

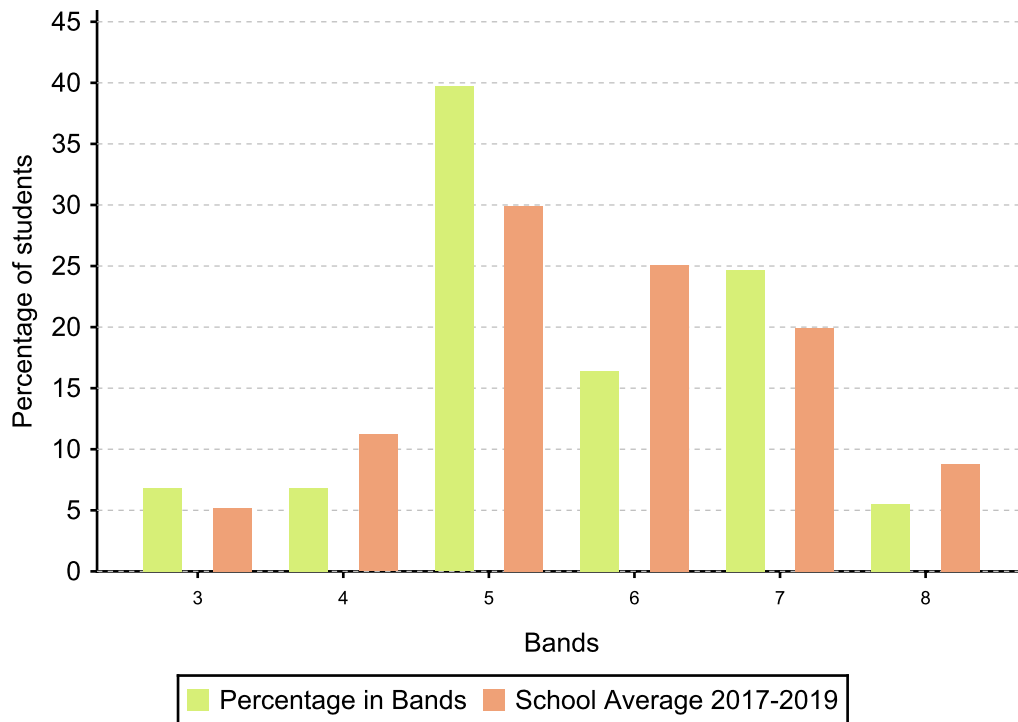
#### Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	5.5	13.7	23.3	26.0	24.7	6.8
School avg 2017-2019	4.8	19	21	24.2	18.7	12.3

### Percentage in bands:

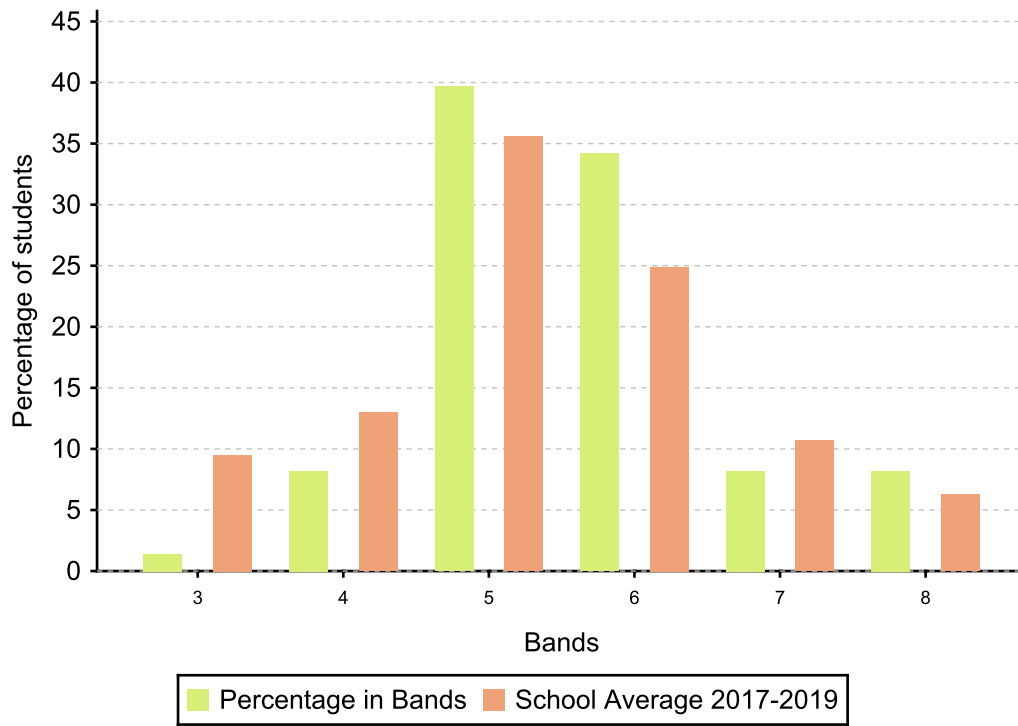
#### Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.8	6.8	39.7	16.4	24.7	5.5
School avg 2017-2019	5.2	11.2	29.9	25.1	19.9	8.8

### Percentage in bands:

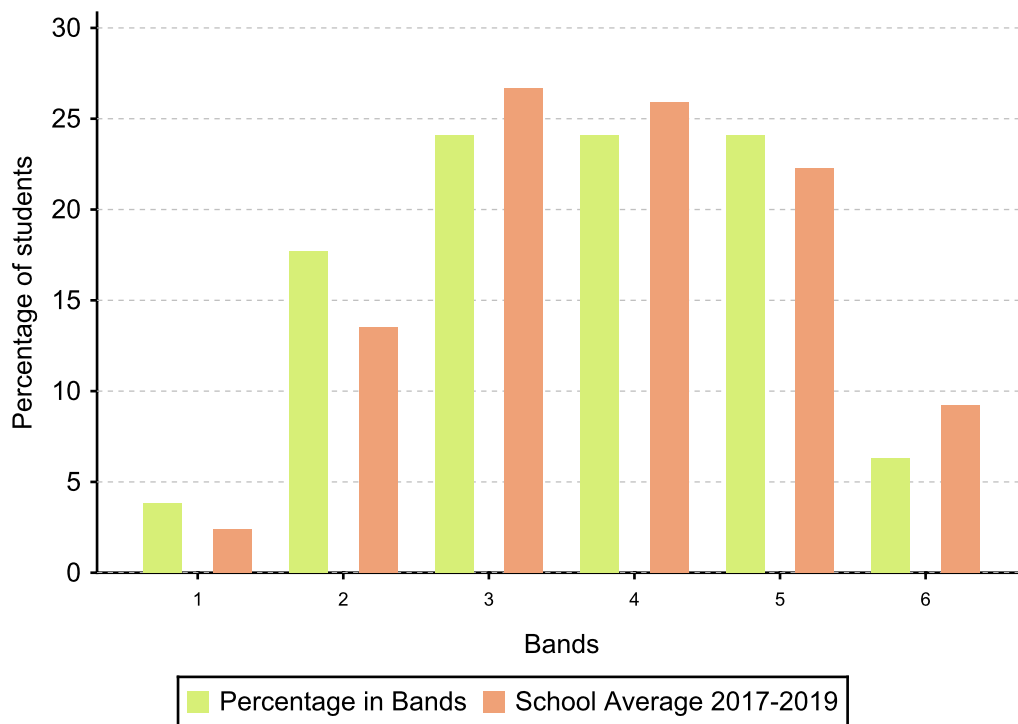
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	1.4	8.2	39.7	34.2	8.2	8.2
School avg 2017-2019	9.5	13	35.6	24.9	10.7	6.3

### Percentage in bands:

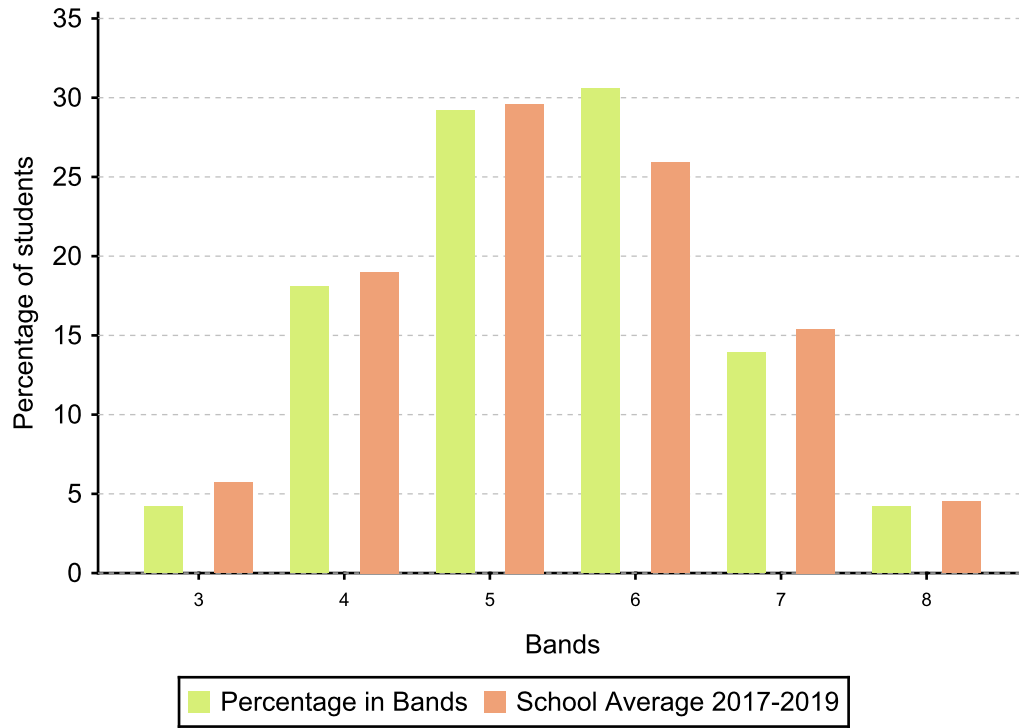
#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.8	17.7	24.1	24.1	24.1	6.3
School avg 2017-2019	2.4	13.5	26.7	25.9	22.3	9.2

### Percentage in bands:

#### Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.2	18.1	29.2	30.6	13.9	4.2
School avg 2017-2019	5.7	19	29.6	25.9	15.4	4.5



## Parent/caregiver, student, teacher satisfaction

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. In 2019, some parents challenged the idea that a child was being punished for a second time if they weren't allowed to participate in a Green Level reward after already having a consequence for their behaviour. With this in mind, our Wellbeing Strategic Direction Team is in the process of making some adjustments to our Wellbeing Policy before taking it to the staff and then P&C in 2020 for consultation. The large majority of our students are only ever involved in the positive components of our Wellbeing Policy and therefore the majority of the parent body indicated they didn't know the level system at the school.

Feedback from our P&C throughout 2019 was extremely positive, especially in relation to the increased signage in the school, the introduction of hands on Maths kits in every classroom K–6, the purchases of STEM equipment and technology, the extracurricular activities provided, communication from the school and the learning and wellbeing intervention programs offered.

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 was a significant increase in the number of transition sessions available (now 11 sessions, including half day and full day sessions). Parents and Kinder staff felt these additional sessions were beneficial although staff felt they may be condensed into later in the year in 2020..

Our students have been using the SRC to represent their voice within the school. With this in mind, the garden program was expanded, recycling of a number of products was introduced, worm farms and compost bins have been installed and in 2020, additional trees will be planted and shade shelters will be installed in front of the library. Students have also requested the basketball court to be painted in and games to be placed on the concrete on the Primary campus. These projects will be implemented in 2020. Our students will once again complete the Tell Them From Me Survey in 2020.











# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

