

Griffith North Public School

2019 Annual Report



4027

Introduction

The Annual Report for 2019 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.

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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 425 students, along with students from the Early Learning Support Class (ELSC). There are 18 classes from Kindergarten to Year 6. There are 26 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).

We have a dedicated parent body with a Parents and Citizens Association (P&C) that work closely with the school to ensure the best outcomes for all students.

Our 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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase number of teachers placing themselves at expert and accomplished practice based on "Curiosity and Powerful Learning" rubrics.

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

NAPLAN value added growth for K–3, Yr 3 – 5 students and Yrs 5–7 students will meet or exceed the average value added scores for all schools in the state.

Overall summary of progress

David Hopkin's 'Curiosity and Powerful Learning' continued to be a strong focus for quality teaching. Staff continued to implement higher order questions into their teaching. Staff also continued to implement learning intentions and success criteria in everyday practice.

Staff participated in the CESE "Cognitive Load Theory" training to inform their teaching practice.

"Effective Reading", professional learning undertaken by staff lead to the development of a sounds to spelling scope and sequence from Kindergarten to Year 6. Staff researched evidence based sounds and spelling resources to develop a comprehensive scope and sequence for teachers to implement in 2020.

Progress towards achieving improvement measures

Process 1: Evidence based teaching strategies— Focusing on evidence based teaching strategies; consistent teaching practices and learning protocols will be in place across the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 54% of staff placed themselves at accomplished or expert practice in Term 4, compared with 0% in Term 2 with "Cooperative Groups";• 57.1% of Year 5 students at or above expected growth in grammar and punctuation;• 50% of Year 5 students at or above expected growth in reading;• 66.7% of Year 5 students at or above expected growth in spelling;• 52.4% of Year 5 students at or above expected growth in writing; and• 37.5% of Year 5 students at or above expected growth in numeracy.	Professional Learning funds to attend Curiosity and Powerful Learning training \$16000 QTSS \$71 820

Process 2: Data Skills and Use

Implement a whole school approach, so that student assessment data is regularly used to identify achievements and progress, to inform future teaching and learning programs that are personalised and effective.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Best Start to NAPLAN Value Added across years K–3 is Delivering;• NAPLAN Value Added Across Years (Years 3–5) is Delivering; and• NAPLAN Value Added Across Years (Years 5–7) is Delivering.	Socio economic funds used to fund an additional teacher and additional learning and support time to support student learning. \$141 731

Next Steps

- continue to focus on Curiosity and Powerful Learning as a driver for whole school improvement;
- implement the sounds to spelling scope and sequence and make adjustments where necessary;
- 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 School Learning Support Officers (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.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Increase percentage of students achieving cluster expectation for the literacy continuum / learning progressions.

Decrease percentage of students achieving at or below national minimum standards in literacy and numeracy.

Overall summary of progress

During 2019 the staff continued with their second year of the David Hopkin's "Curiosity and Powerful Learning". The main focus was the Models of Practice, focusing on Cooperative Groups. Staff attended training and then shared the training on cooperative groups at a staff meeting. Teachers shared the different cooperative group methods that they had used within their classes.

Students continued with writing their own SMART learning goals from Kindergarten to Year 6, focusing on areas that 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.

The whole school assessment schedule was implemented during 2019, which provided consistency across year levels with assessment and where to next for teaching.

Progress towards achieving improvement measures

Process 1: Student Voice (Feedback)

Implement a whole school approach informing students about their learning to learn approaches, allowing students to set goals, monitor and evaluate their own academic development and provide feedback to teachers.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 36.07% of students achieving the top two bands in Year 3 Numeracy;• 21.28% of students achieving the top two bands in Year 5 Numeracy;• 54.10% of students achieving the top two bands in Year 3 Reading;• 27.08% of students achieving the top two bands in Year 5 Reading;• 30% 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;• 40% of Aboriginal students achieving the top two bands in Year 5 reading; and <ul style="list-style-type: none">• 25% of Aboriginal students achieving the top two bands in Year 5 reading.	QTSS Funds \$71 820

Process 2: Differentiated Learning Styles

Implement evidence based pedagogies that support a variety of teaching strategies, to cater for different learning styles and environments.

Evaluation	Funds Expended (Resources)
<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;	\$ 16000 for 5 teachers attended Curiosity and Powerful Learning

Progress towards achieving improvement measures

- In Year 3 spelling there was a 7% decrease in the percentage of students achieving at or below national minimum standards;
- In Year 3 reading and writing there were no students who achieved at or below national minimum standards in both 2018 and 2019;
- In Year 3 numeracy 2% of students achieved at or below national minimum standards in both 2018 and 2019; and
- In Year 5 reading and spelling 2% of students achieved at or below national minimum standards in both 2018 and 2019.

training sessions

Next Steps

- to continue with Curiosity and Powerful Learning to support student learning;
- introduce the 'Theory of Action – Connecting Feedback to Data';
- 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.

Improvement Measures

For attendance to be equal to state DoE attendance or better.

Decrease in the students receiving levels for inappropriate behaviour and a decrease in suspensions.

Increase proportion of students reporting a sense of belonging from the data from the "Tell Them from Me" surveys.

Overall summary of progress

Wellbeing of staff and students continued to be a strong focus at GNPS during 2019. We continued with employing an additional Assistant Principal K–6 Wellbeing, and we continued to have strong and established PBL and Learning and Support teams, all which had a very positive effect on the wellbeing of the school.

In 2019 we introduced a breakfast club, where all students from K–6 were welcomed and encouraged to eat breakfast daily. The breakfast club provided an opportunity for students who didn't have breakfast before school to eat a healthy breakfast and to enjoy the social aspect of eating with others.

In PBL, Tier 1 continued to be successfully implemented and we introduced Tier 2. Staff had two training sessions in Tier 2 with the Assistant Principal for PBL and the PBL team worked on implementing the different strategies to look at the function of the behaviour. Teachers were trained in completing an ERASE (Explain, Reason, Appropriate, Support, Evaluate). Staff also implemented the check in and check out strategy with different students with varying success.

As part of PBL lessons, the school purchased the 'Second Step' social skills program which the staff had training in during Term 4. Stage 3 implemented the 'Bounce Back' program to support resilience within the Stage 3 cohort.

Staff had many opportunities to have training in a variety of evidence based wellbeing programs. These included a day of training in 'A Framework for Understanding Poverty', 6 hours of 'MAPA' training, 'Rhythm 2 Recovery' and strategies for managing abuse related trauma. Staff also had training in sensory processing, which lead to the purchasing of resources to support this within the school.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning (PBL)

To move to the next tiers of implementation of PBL, to cater for escalated levels of behaviour to further enhance the protocols and procedures driving expected behaviours within the school.

Evaluation	Funds Expended (Resources)
Attendance data for 2019, 92.40% compared to 92.80% of state; and PBL data shows a decrease in the number of students with time outs from Term 1 to Term 4 during 2019.	\$24 015 for additional Assistant Principal \$2899.99 for the Second Step Social Skills program

Process 2: Evidence based wellbeing programs

Research and implement evidenced based whole school wellbeing programs, to support student wellbeing and promote students to be healthy and active.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
April 2018 85% of students stated they had a high sense of belonging compared to 83% in 2019;	\$4520.51 for Sensory processing equipment
September 2018 76% of students stated they had a high sense of belonging compared to 74% in 2019; and	\$3548.55 for the staff to attend A Framework for Understanding Poverty
April 2019 84% of students stated they had positive relationships compared to 87% in October 2019.	\$ 3000 for a variety of Evidence based professional learning
	\$ 234 Bounce Back Program
	\$1977.22 for MAPA training

Next Steps

- to continue to employ the additional Assistant Principal Wellbeing to support students;
- to implement the 'Second Step' program from K–6;
- for all staff to be trained in Mindfulness and to implement 'Smiling Minds' within the school;
- continue with the implementation of Tier 1 and 2 of PBL at GNPS;
- to implement 'Rhythm to Recovery' program across K–6; and
- continue to seek out high quality evidence based wellbeing programs to support student wellbeing.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$45 021	An Aboriginal Education Officer (AEO) was employed for five days a week for three hours a day. She worked with Early Stage 1 in Term 1, Stage 1 during Term 2, Stage 3 during Term 3 and Stage 2 during Term 4. A teacher was employed one day a week to work with students. The teacher worked with Stage 1 students in Term 1, Stage 3 during Term 2, Stage 2 during Term 3 and Early Stage 1 during Term 4.
English language proficiency	\$44 263	This funding was used to employ an EAL/D teacher for two days a week throughout 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.
Low level adjustment for disability	\$181 903 Teacher staffing \$128 059 Flexible Funding \$53 843	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. School based data and NAPLAN data have shown student growth in literacy and numeracy. 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.
Quality Teaching, Successful Students (QTSS)	\$71 820	During 2019 the QTSS funds were used to release Assistant Principals, and expert teachers to provided professional learning and professional support to all staff. Curiosity and Powerful Learning (CPL) was a focus looking at Models of Practice focusing on cooperative groups. Two staff delivered professional learning focused on effective reading, which lead to stages working with expert teachers to develop a sounds to spelling scope and sequence from Kindergarten to Year 6. Positive Behaviour for Learning (PBL) was another strong focus with professional learning in Tier 2 training, lead by staff and trialed with some students.
Socio-economic background	\$141 731	This funding was used to employ an additional classroom teacher to form the 18th class. The impact of this allowed all class sizes to be smaller and enabled a smaller student teacher ratio for all students, which led to improved student outcomes. The remaining socio economic funding was used to employ additional Learning and Support teacher time for students.
Support for beginning teachers	\$14 130	During 2019, one teacher received Beginning Teachers support funding. These funds were

Support for beginning teachers	\$14 130	used to provide the teacher with an additional one hour a week RFF, and additional days release to complete their accreditation. The funds were also used to release a mentor teacher to support the beginning teacher. The mentor teacher and beginning teacher met weekly. The impact of this funding was that the beginning teacher felt well supported and is working towards their accreditation.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	186	179	190	209
Girls	183	181	202	216

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.9	89.9	93.2	90.5
1	91	93.1	90.9	92.4
2	92.7	91.2	93.5	92.1
3	94.1	93.6	92.2	93.5
4	91.4	94.8	94.3	92.4
5	92.3	93.5	94.8	93.1
6	93.2	94.5	89.7	93
All Years	92.4	93	92.8	92.4
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
Assistant Principal(s)	4
Classroom Teacher(s)	17.09
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

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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

During 2019, 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 models of practice, including cooperative groups.

K–2 teachers attended professional learning on Effective Reading, which they delivered to the whole staff and then developed a sounds to spelling scope and sequence.

The wellbeing of students and staff was also a key focus during 2019 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 six hour training in MAPA (Management of Actual or Potential Aggression) and all staff attended the full day course "A Framework for Understanding Poverty". Staff also had professional learning on sensory processing and on managing abuse related trauma.

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 SAP procedures.

Weekly staff meetings and School Development Days (SDD), focused on Cognitive Load Theory, EAL/D, STEM and PD/H/PE syllabus. The majority of staff participated in these professional learning opportunities.

In 2019, the total expenditure on professional learning was \$45 502, \$27 443 on course fees, \$15 748 on teacher and SLSOs salaries and \$1800 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 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 Actual (\$)
Opening Balance	369,555
Revenue	4,566,079
Appropriation	4,418,814
Sale of Goods and Services	2,300
Grants and contributions	141,990
Investment income	2,675
Other revenue	300
Expenses	-4,575,618
Employee related	-4,092,626
Operating expenses	-482,992
Surplus / deficit for the year	-9,538

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 Approved SBA (\$)
Targeted Total	380,713
Equity Total	412,917
Equity - Aboriginal	45,021
Equity - Socio-economic	141,731
Equity - Language	44,263
Equity - Disability	181,903
Base Total	2,938,813
Base - Per Capita	91,978
Base - Location	48,720
Base - Other	2,798,115
Other Total	596,125
Grand Total	4,328,568

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.

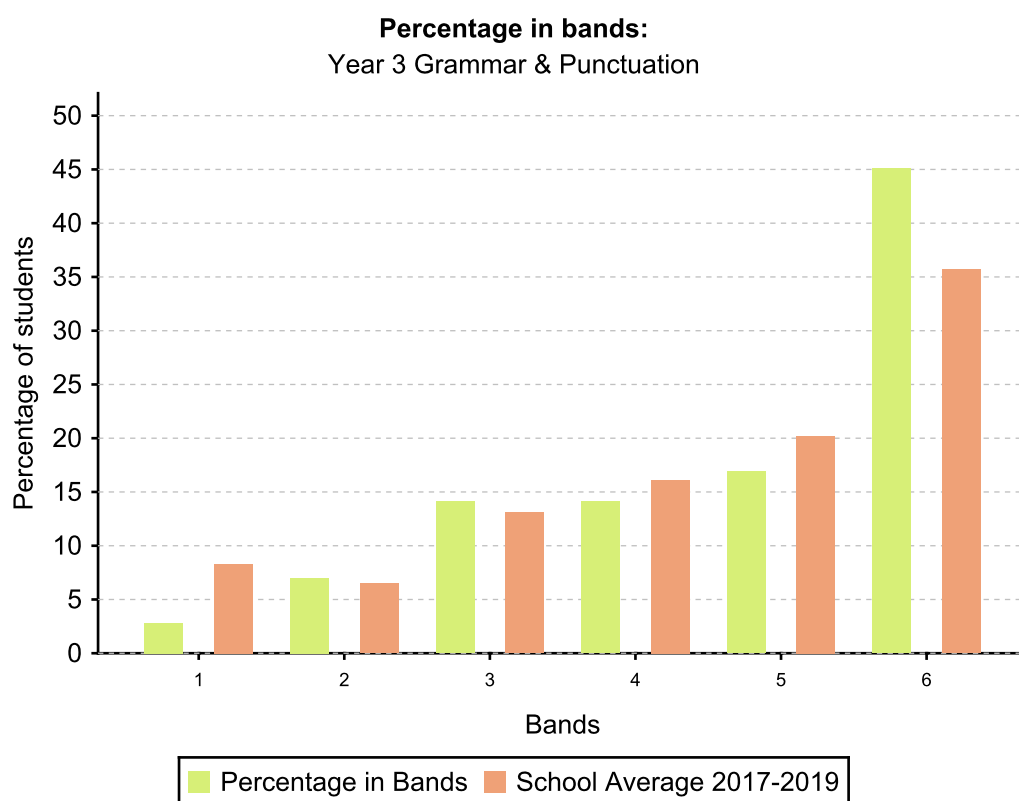


School performance - NAPLAN

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.

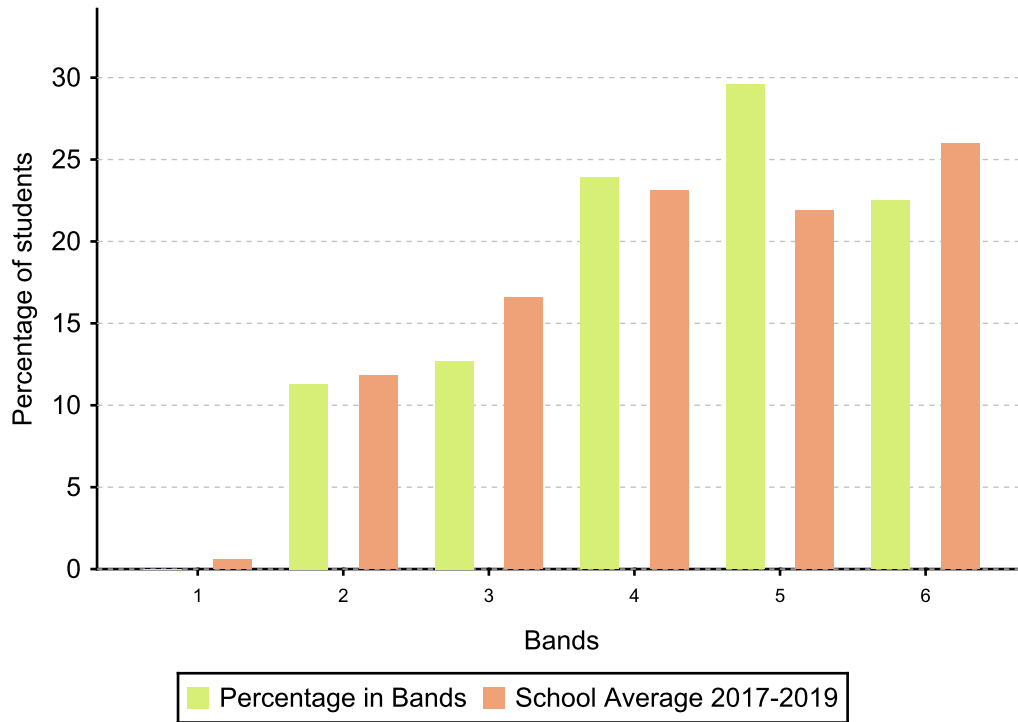
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



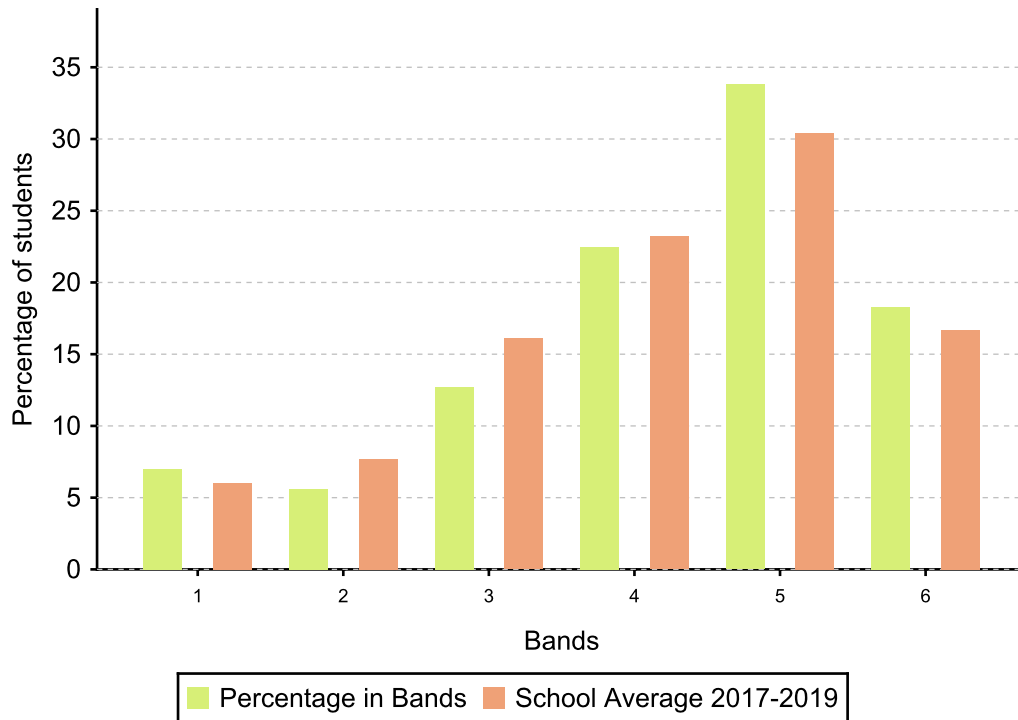
Band	1	2	3	4	5	6
Percentage of students	2.8	7.0	14.1	14.1	16.9	45.1
School avg 2017-2019	8.3	6.5	13.1	16.1	20.2	35.7

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	11.3	12.7	23.9	29.6	22.5
School avg 2017-2019	0.6	11.8	16.6	23.1	21.9	26

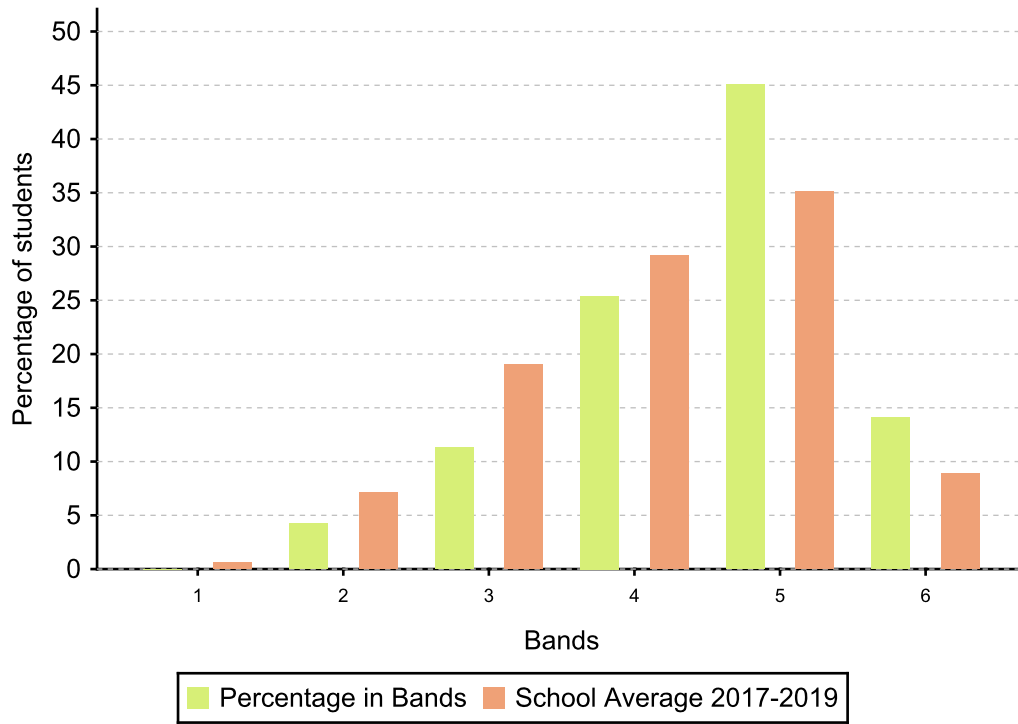
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	7.0	5.6	12.7	22.5	33.8	18.3
School avg 2017-2019	6	7.7	16.1	23.2	30.4	16.7

Percentage in bands:

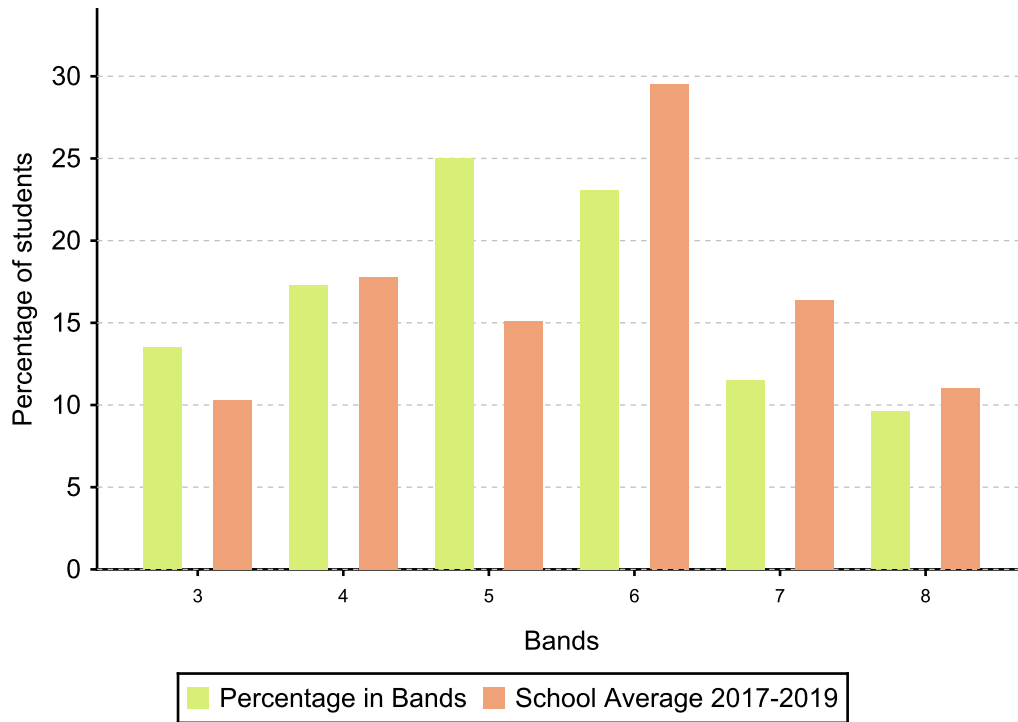
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	4.2	11.3	25.4	45.1	14.1
School avg 2017-2019	0.6	7.1	19	29.2	35.1	8.9

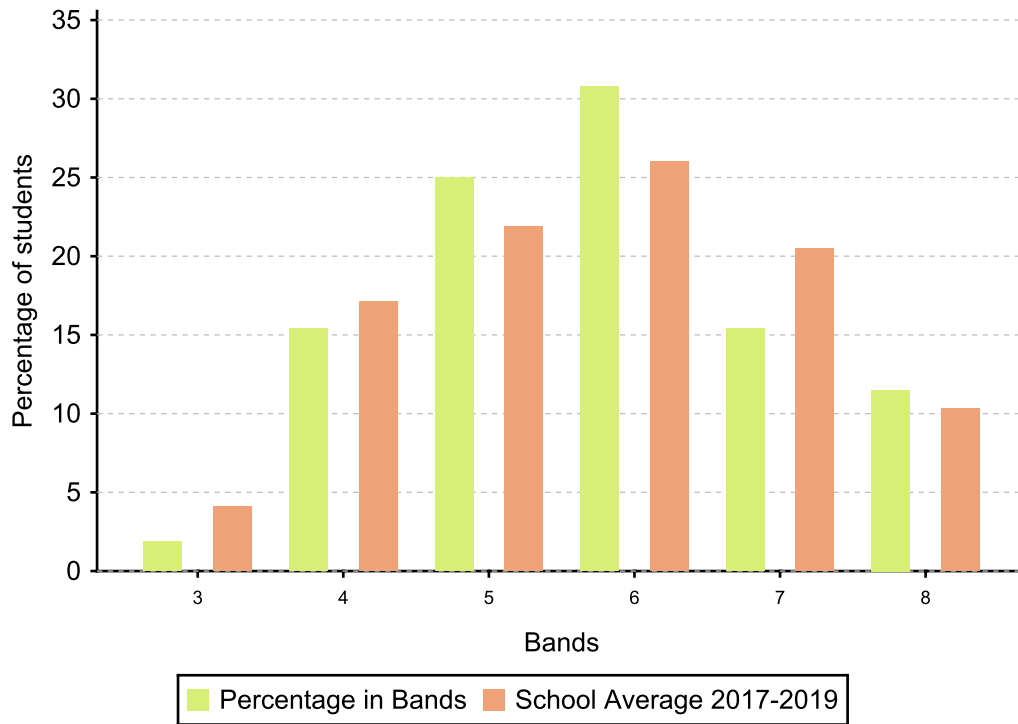
Percentage in bands:

Year 5 Grammar & Punctuation



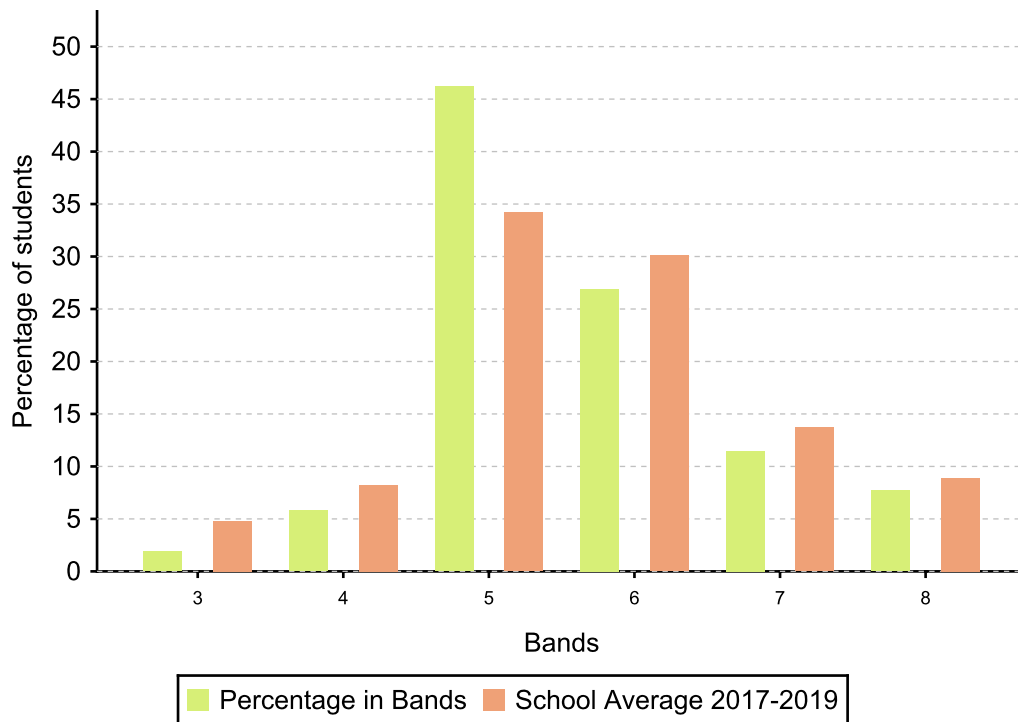
Band	3	4	5	6	7	8
Percentage of students	13.5	17.3	25.0	23.1	11.5	9.6
School avg 2017-2019	10.3	17.8	15.1	29.5	16.4	11

Percentage in bands:
Year 5 Reading



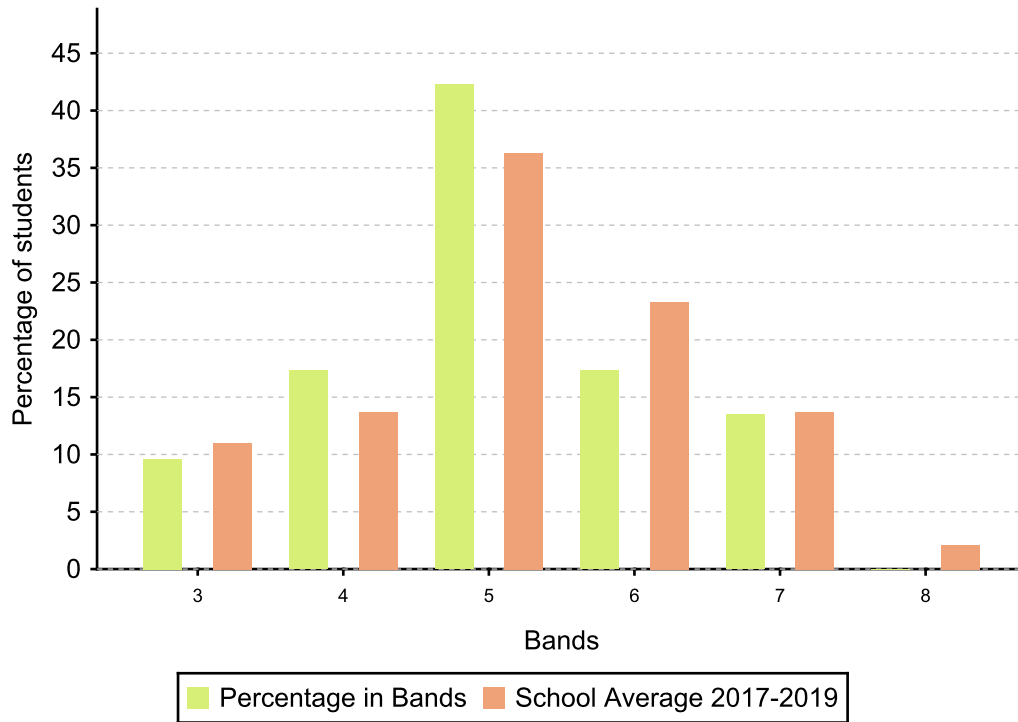
Band	3	4	5	6	7	8
Percentage of students	1.9	15.4	25.0	30.8	15.4	11.5
School avg 2017-2019	4.1	17.1	21.9	26	20.5	10.3

Percentage in bands:
Year 5 Spelling



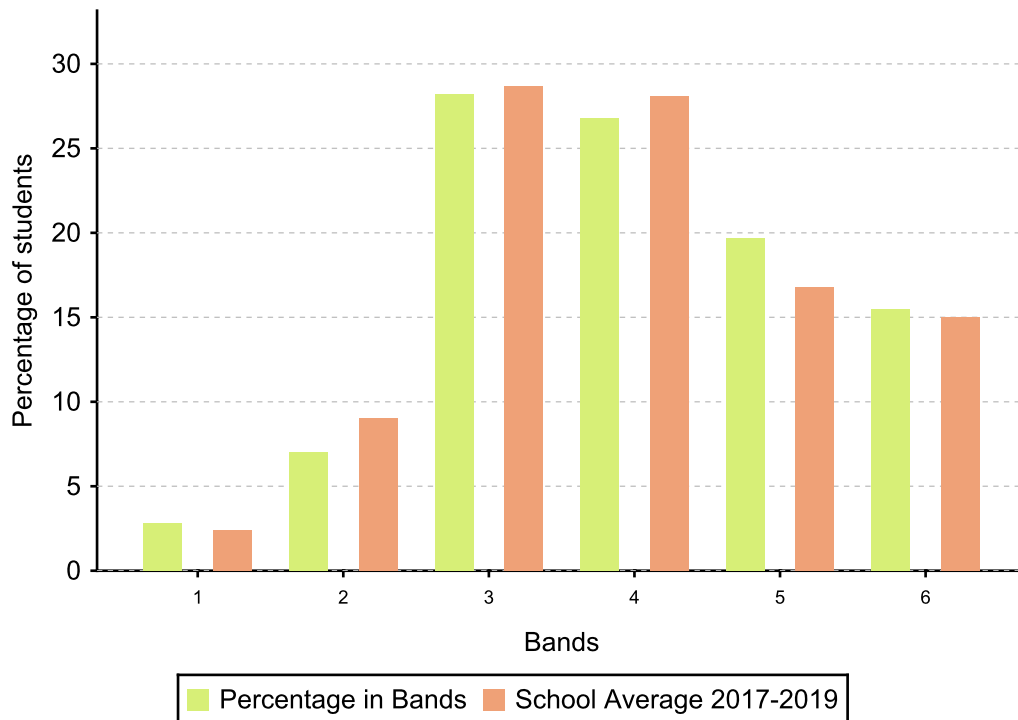
Band	3	4	5	6	7	8
Percentage of students	1.9	5.8	46.2	26.9	11.5	7.7
School avg 2017-2019	4.8	8.2	34.2	30.1	13.7	8.9

Percentage in bands:
Year 5 Writing



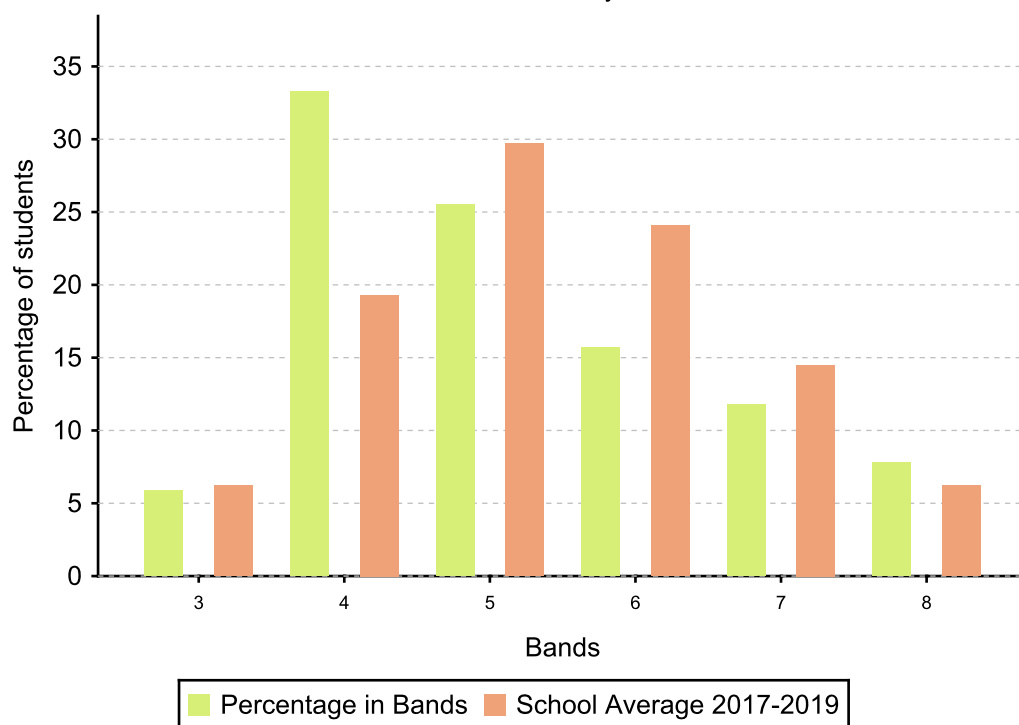
Band	3	4	5	6	7	8
Percentage of students	9.6	17.3	42.3	17.3	13.5	0.0
School avg 2017-2019	11	13.7	36.3	23.3	13.7	2.1

Percentage in bands:
Year 3 Numeracy

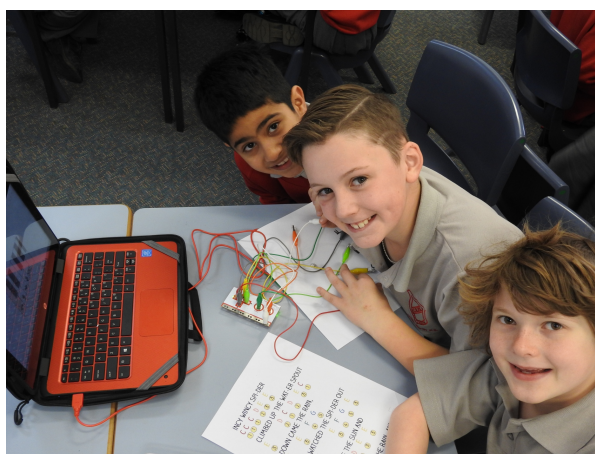


Band	1	2	3	4	5	6
Percentage of students	2.8	7.0	28.2	26.8	19.7	15.5
School avg 2017-2019	2.4	9	28.7	28.1	16.8	15

Percentage in bands: Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.9	33.3	25.5	15.7	11.8	7.8
School avg 2017-2019	6.2	19.3	29.7	24.1	14.5	6.2



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

Thirty-five 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;
- 57% 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 about challenges they might have;
- on average the majority of parents spend less than 30 minutes helping their child with home learning and students spend less than 30 minutes on home learning per week;
- the majority of parents felt learning was supported by GNPS, with teachers showing an interest in their child's learning;
- 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

Twenty-one 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 2019. 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 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.

Griffith North Public School received \$43 914 in Aboriginal background funding in 2019.

Our Aboriginal Education Team held a community meeting early in Term 4 2018 to discuss options for spending the Aboriginal background funds. It was decided to continue employing our Aboriginal Education Officer (AEO), to support students with their learning while also trying to engage community involvement. The AEO was employed for the year for 3 hours per day for 5 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 employ a teacher 1 day a week to work with Aboriginal students for the year. The remaining funds were spent on Aboriginal resources to support Aboriginal Education at GNPS.

Our Aboriginal Education Team continued to hold termly community meetings to discuss how to support and improve student outcomes for Indigenous students.

Anthony Edwards (Pecker) came and taught the boys a cultural dance, and Tamsin Hughes, a Year 9 student from Murrumbidgee Regional High School, Griffith site, taught the girls a cultural dance, which were both performed at our NAIDOC Week Assembly and at the Griffith Multicultural Festival. The boys were also given the opportunity to be taught the didgeridoo, by Ben Curphy from Clontarf and other students involved in Clontarf. The boys played at our NAIDOC Week Assembly, Griffith Multicultural Festival and the GNPS 2019 Presentation Day.

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;
- Savannah Jobson and Gisela Ciampa participated in the NAIDOC Week Public Speaking Challenge, winning the Griffith Zone. They went on to compete in the Riverina final;
- Five Stage 3 students attended the Wiradjuri Cultural Camp at Borambola in May for two days;
- In Term 3, 21 students received Proud and Deadly Awards at the Griffith District Indigenous Awards assembly at Murrumbidgee Regional High School, Griffith site;
- 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.

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.

Mr Lachlan Pendlebury continued in the role of the Anti–Racism Contact Officer (ARCO) at GNPS.

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.

There are 26 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 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.

