

2020 Annual Report

Grafton Public School



2060

Introduction

The Annual Report for 2020 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.

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Message from the principal

The 2020 school year proved very challenging for families in the Clarence Valley after dealing with bush fires and a severe drought, Covid-19 meant drastic changes for families. 'Learning from Home' was implemented part way through term 1 and half way into term 2. This meant intensive training in Microsoft Teams and Seesaw for our staff who were very adaptive and flexible during the uncertain times. Whilst online options for learning were available through TEAMS, Seesaw and our school Padlet, the majority of families chose to collect weekly booklets to work from at home. The support from our families and staff during the 'Learning from Home' period was unbelievable and I would like to thank everyone for the support they showed the students and school community during this time.

Once face to face learning resumed full time, school operations were different and a number of sporting events and whole school events were postponed or modified. Visitors were not allowed on site and the school really missed our parent volunteers in our K-1 rooms. However, with flexible and creative thinking, as a school we were still able to provide most opportunities to students, sometimes in a modified form.

Our transitioning pre-school to Kindergarten students proved our most resilient cohort to date and had a very successful and happy transition to school.

From adversity, there can be positives. We have learnt a vast amount from the 2020 Covid experience and look to embrace the positive changes in 2021 and keep aiming to improve student well-being and learning outcomes.



School vision

At Grafton Public School we strive for excellence in an inclusive environment where every student maximises their potential and remains connected to culture. Teachers are passionate and committed to supporting the development of students with a focus on student wellbeing, student academic growth and social success. Our vision is to be partners in learning and collaboratively empowering all students to become confident, resilient and successful life long learners.

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 22 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.



Additional signage throughout the Primary and Infants campus has been popular with students, families and the GPS staff.

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>

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 by the end of 2020.

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>PBL and the Wellbeing Policy have been revamped and a number of programs and behaviour initiatives have been introduced. SENTRAL data on students involved in the Rock and Water program has showed positive results and negative playground incidents have decreased at a whole school level.</p> <p>All initiatives in the School Plan for this process were achieved. Self assessment against the School Excellence Framework in wellbeing is deemed to be excelling.</p> | <p>Staffing - LaST and SLSOs</p> <p>Professional Learning for Staff</p> <p>Resources to support programs</p> |

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>* Due to COVID restrictions, the majority of external extra-curricular activities usually offered by GPS were not allowed this year - therefore a survey was not conducted. However, the number of additional lunch time options were increased to cater for the individual needs of the students.</p> <p>* Stage 3 students were offered a day excursion throughout Term 4, which was well received by parents and students alike.</p> <p>* All grades were involved in an excursion in Term 4 as restrictions were slightly lifted.</p> <p>* Band recommenced and flute lessons (that were not allowed earlier in the year) were conducted as restrictions lifted.</p> <p>Professional Learning in Behaviour Management, emotional regulation, mental health and resilience were completed online or with the AP LaST due to Covid restrictions not allowing for face to face external courses</p> | <p>Bus expenses for excursions</p> <p>Additional Staffing (Teachers and SLSOs)</p> <p>Resources for Programs (eg. Rock and Water kits)</p> <p>Bi-annual survey of parents and staff</p> |

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>Covid-19 operational changes and 'learning from home' meant that staff Professional Learning in Microsoft programs became a priority in Term 1, 2020. Microsoft Teams training was intensely rolled out towards the end of term 1 and on-going professional learning was provided throughout 2020. This allowed for an increase in collaborative work across the grades and meant that students in grades 3 to 6 were accessing TEAMS daily for some lessons.</p> <p>Over 100 additional laptops were purchased to support student learning.</p> | <p>Staff release</p> <p>Additional laptops</p> <p>Additional software and online subscriptions</p> |

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>Numeracy continued to be our focus for 2020. Staff participated in numerous professional learning sessions on number talk, collaborated with grades to write number talks, open ended tasks along with team teacher and IL modelling a variety of number talks. Staff are feeling confident about conducting number talks and students are consistently using hand signals and mathematical vocabulary to discuss solutions.</p> <p>Data collection was used however our focus for 2021 will be on the use of Learning Progressions and refining our current assessment practices. The introduction of Essential Assessment showed staff an efficient way to track and monitor student outcomes.</p> <p>The SD team created scope and sequences on the two new syllabus documents and are developing teaching and learning units for Science and Technology and Personal Development Health and Physical Education.</p> | <p>Instructional Leaders</p> <p>Additional RFF time for Teachers (Staffing)</p> <p>Maths Resources for every classroom</p> <p>Online subscription to Essential Assessments</p> <p>Staff Training</p> |

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>Collaborative practices between staff increased in 2020 due to an increase in additional timetabled collaboration time provided and the changes to school operations which allowed staff to have more time together to plan 'Learning from Home' programs. These strengthened collaborative practices established due Covid operational changes, continued throughout the year. The introduction of additional student work in Microsoft Teams also allowed for increased collaboration and sharing between staff even when some staff were working from home.</p> <p>Teaching staff all completed the What Works Best Self Surveys in small groups and as part of our school situational analysis and their own PDP processes.</p> <p>Changes to collaboration time in 2021 have been made to reflect staff feedback and continue to build collaborative practices.</p> | <p>Staffing to provide additional collaboration time</p> <p>Professional Learning in Teams</p> <p>Purchase of additional technology</p> |

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>In 2020 new mentoring guidelines were drafted by our accreditation teacher ready for implementation in 2021.</p> <p>Senior executive worked with executive from other local schools to establish the Grafton and Clarence middle executive leadership training days.</p> <p>In 2021, Leadership training and Mentoring will be included in the new School Improvement Plan to continue to develop strong leaders through opportunities and quality Professional Learning.</p> | <p>Professional Learning for Aspiring Leaders</p> <p>.2 Accreditation Teacher to create mentoring guidelines</p> <p>Staffing</p> |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | <p>Staffing - Additional Aboriginal SLSOs employed</p> <p>NAIDOC Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$156 584.00) | <p>Breakfast Program has been increased to 5 days per week offering breakfast for any students who require it.</p> <p>Additional ASLSO staff across the two campuses has been successful in implementing many additional programs. In 2021 GPS will continue to employ additional ASLSOs to support our ATSI students in the classroom, playground and with wellbeing and cultural programs.</p> |
| English language proficiency | <p>Staffing</p> <p>Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$23 343.00) | Students monitored via PLAN 2 and EALD improvement measures which showed positive growth in literacy. |
| Low level adjustment for disability | <p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$227 233.00) | The additional LaST Teacher was beneficial and allowed for a LaST teacher to be on each campus. In 2021 we will trial this role being 100% flexible with less timetabled weekly programs. |
| Quality Teaching, Successful Students (QTSS) | <p>Staffing to release APs from class one day per week</p> <p>Staffing to release teaching staff for collaboration Grade meetings with Assistant Principals and Instructional Leaders.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$127 214.00) | Staff were surveyed and overwhelmingly, staff found the additional time to be beneficial, however requested larger periods of collaboration time in 2021 with less frequency in order to delve deeper into analysing student data to inform teaching practice and collaboration to improve teaching practices. |
| Socio-economic background | <p>Additional Staffing (office, literacy and numeracy support teachers in every classroom and additional SLSOs in the classroom and playground).</p> <p>Other resources include:</p> <ul style="list-style-type: none"> - Wellbeing subsidies for camps/excursions/unifroms - Additional Technology (hardware and software to cater for Covid changes to learning) - Additional Signage around the school to promote student wellbeing - Additional Storage shed for the new school bus | <p>Covid in 2020 meant changes to the original budget were made to improve the technology in classrooms and access to educational subscriptions at school and at home. Wellbeing subsidies for camps were used for other wellbeing initiatives including weekly Yr 6 Day excursions to promote positive behaviour and positive mental health as all camps were cancelled. A substantial investment was made to increase technology in classrooms in order to up-skill students in these skills and allow regular access to laptops for all students grades 2-6 in preparation for future online testing.</p> |

| | | |
|---------------------------------------|---|--|
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$522 878.00) | <p>Covid in 2020 meant changes to the original budget were made to improve the technology in classrooms and access to educational subscriptions at school and at home. Wellbeing subsidies for camps were used for other wellbeing initiatives including weekly Yr 6 Day excursions to promote positive behaviour and positive mental health as all camps were cancelled. A substantial investment was made to increase technology in classrooms in order to up-skill students in these skills and allow regular access to laptops for all students grades 2-6 in preparation for future online testing.</p> |
| Support for beginning teachers | <p>Staffing to allow the appointment of a .2 Accreditation teacher to work shoulder to shoulder with Beginning Teachers in the accreditation process and create new mentoring guidelines to improve future support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$18 856.00) | <p>Beginning teachers requiring accreditation were successful in their applications. All beginning teachers were provided with 'Strong Start, Great Teachers' training with Instructional Leaders. Mentoring guidelines have been created to implement formally in 2021.</p> |



Weekly Bundjalung Language lessons are taught K-6.

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2017 | 2018 | 2019 | 2020 |
| Boys | 343 | 340 | 312 | 292 |
| Girls | 350 | 330 | 305 | 267 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.8 | 92.7 | 94.4 | 94.3 |
| 1 | 91.8 | 92.7 | 92 | 94.8 |
| 2 | 93.2 | 91.4 | 93 | 93.6 |
| 3 | 94 | 92.7 | 91.6 | 94.2 |
| 4 | 93 | 92 | 91.4 | 93.7 |
| 5 | 92.1 | 91.4 | 90.6 | 93.2 |
| 6 | 93.1 | 90.5 | 90.2 | 92.5 |
| All Years | 93.1 | 91.9 | 91.8 | 93.7 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



We are very fortunate to have extensive playgrounds on both the Infants and Primary campuses.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 25.45 |
| Literacy and Numeracy Intervention | 0.74 |
| Learning and Support Teacher(s) | 1.4 |
| Teacher Librarian | 1 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 775,286 |
| Revenue | 7,630,910 |
| Appropriation | 7,515,118 |
| Sale of Goods and Services | 11,149 |
| Grants and contributions | 103,647 |
| Investment income | 995 |
| Expenses | -7,637,621 |
| Employee related | -6,855,844 |
| Operating expenses | -781,776 |
| Surplus / deficit for the year | -6,711 |
| Closing Balance | 768,575 |

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.

The 2020 budget allocation was spent, plus an additional \$6711. However, as money had been previously rolled over there was a substantial closing balance which will be used to support additional projects and initiatives over the next three years.

Financial summary - Equity loadings

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

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 481,808 |
| Equity Total | 930,039 |
| Equity - Aboriginal | 156,584 |
| Equity - Socio-economic | 522,878 |
| Equity - Language | 23,343 |
| Equity - Disability | 227,233 |
| Base Total | 4,949,009 |
| Base - Per Capita | 156,664 |
| Base - Location | 3,338 |
| Base - Other | 4,789,007 |
| Other Total | 928,124 |
| Grand Total | 7,288,981 |

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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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Grafton PS students in Years 3 and 5 participated in the optional Check In Assessments.

67 Year 3 and 70 Year 5 students completed the Literacy and Numeracy Check In assessments. As a Year 3 cohort we had 49.3% of students answering questions correctly for reading and 56.3% in Numeracy.

Areas for focus: Vocabulary, Reading and Viewing to identify the purpose and audience of texts along with the organisational patterns and features.

In Numeracy the number strand was stronger than Measurement and Geometry.

Year 5 saw Reading and Viewing as a strength with sentence structure, grammar, punctuation and vocabulary an area of exploring. In Numeracy, State average compared to GPS ranged from -7.55% with 14/40 questions below state average. Areas of focus will be measurement and geometry.

Staff in Years 3 and 5 analysed their own class data, as well as looking at the trends and focus areas as a school led by the Instructional Leader. Staff also received professional learning with the resources designed to support teaching and learning particularly in the identified focus areas. Staff and school leadership will participate in further Check In Assessment opportunities in 2021.

Perspective of Students In Grafton Public School, 216 Year 4-6 students completed the Tell Them From Me Survey in September 2020, which included nine measures of student engagement alongside the five drivers of student outcomes.

The summaries of the student survey results outline:

- 61% of students surveyed that they had a positive sense of belonging
- 80% of the school population surveyed felt they do not get into trouble at school for disruptive or inappropriate behaviour. 6.8 mean of students understand there are clear rules and expectations for classroom behaviour.
- Average mean of 7.4 of the cohort felt they had someone at school who consistently provides encouragement or advice.
- 8.6 (State 8.7) feel that teaching staff empathise academic skills and hold high expectations for students to succeed.
- 80% of our Aboriginal students surveyed felt they agreed/strongly agree that they feel good about their culture. 71% of students felt their teachers had a good understanding of their culture.

The school didn't participate in the Teacher or Parents Surveys this year. Instead the school collected data via Cold Calls to parents.

Parent/caregiver, student, teacher satisfaction

Student Voice

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- 80% of our Aboriginal students surveyed felt they agreed/strongly agree that they feel good about their culture. 71% of students felt their teachers had a good understanding of their culture.

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Parent Feedback

Due to Covid-19, 2020 was a year where parents essentially weren't able to attend events or be on site for the majority of the school year. P&C meetings moved to Zoom Video meetings and most meetings were held over the phone. To gauge parent feedback, cold calls were made to a random selection of parents from every class to gain feedback. The following questions were asked:

What are the best things about Grafton PS? - The overwhelming response was the teaching staff followed by the CAPA Program, Extra assistance in the classrooms, sense of community, welcoming nature of the office staff, communication from executives, the teaching and learning programs, the split campus, inclusive nature of the school and Aboriginal Programs offered.

What could be a future focus for Grafton PS? - More than 50% of parents had a nil response. Other responses that were given more than once included getting a School Crossing Supervisor in Mary St, erecting high fences on both campuses for safety and increased Yr 6 to 7 transition to High School.

Did you use the online communication platform Seesaw this year? Over 95% said yes they did.

On a scale of 1-5, did you find it a useful form of communication? Average score out of 5 was 4.19

On a scale of 1-5, how would you rate your satisfaction with the quality of teaching and learning programs? Average score out of 5 was 4.55

On a scale of 1-5, How would you rate your satisfaction with the quality of the school environment? Average score out of 5 was 4.71

On a scale of 1-5, How would you rate your satisfaction with the quality of extra-curricular activities? Average score out of 5 was 4.45

On a scale of 1-5, How would you rate your satisfaction with the expectations of behaviour/wellbeing? Average score out of 5 was 4.6

On a scale of 1-5, How would you rate your satisfaction with the communication about your child's academic ability? Average score out of 5 was 4.16

On a scale of 1-5, How would you rate your satisfaction with the communication with your child's teacher and executive? Average score out of 5 was 4.3

On a scale of 1-5, How would you recommend our school to others in the community? Average score out of 5 was 4.9



A new veggie garden was built on the Infants campus in 2019 to extend the gardening, composting, worm farms and recycling programs across both campuses.

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.

