

# 2020 Annual Report

## Griffith North Public School



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## Introduction

The Annual Report for 2020 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.

### School contact details

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Griffith North Public School

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## School vision

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 our curriculum delivery 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 our students to become positive and resilient participants in school and society.

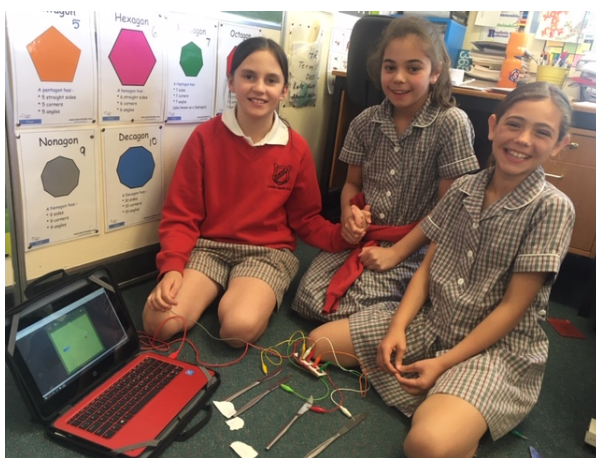
## School context

Griffith North Public School (GNPS) has an enrolment of 425 students, along with students from the Early Learning Support Class (ELSC). There are 19 classes from Kindergarten to Year 6. There are 26 nationalities and 13% 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 a diverse range 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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 collated data should drive quality teaching programs.

#### Improvement Measures

Increase the 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

The impact of COVID- 19 throughout 2020, forced the staff to focus on providing quality teaching remotely. Staff had training in both Google Classroom and Teams, and the whole staff decided that Google Classroom was the most effective. Each stage worked together to provide both online learning and paper based learning to ensure that all students had access to quality teaching and learning experiences. Expert staff within the school trained other staff members in Google Classroom and Google Slides.

Staff participated in SCOUT training and the ways to access data from SCOUT. This allowed classroom teachers to have enhanced access to whole school data, which is used to inform teaching.

Five staff members completed professional learning throughout the year on "Additive Strategies" and the whole staff were exposed to this evidence based strategy during the Term 3 School Development Day.

All teaching staff completed the CESE "What Works Best" professional learning and teachers were able to use this information to improve their teaching. The data from this was used to inform future directions for the 2021-2024 School Improvement Plan.

#### 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)
68% of staff placed themselves at accomplished or expert practice in 2020, compared to 54% in 2019 for "Cooperative Groups."	Professional learning funds for five teachers to attend Additive Strategies \$10 000
Due to COVID- 19 Year 3 and Year 5 students did not participate in the 2020 NAPLAN, however they did complete the Check In Assessments, which showed: <ul style="list-style-type: none"><li>• In the Reading domain for both Year 3 and 5, the strongest area of learning was processes and comprehension</li><li>• In the Numeracy domain, the strongest area for both Year 3 and 5 was Statistics and Probability and the second strongest for Year 3 was Number Sense and Algebra and Year 5 was Measurement and Geometry.</li></ul>	QTSS Funds- \$78 210

#### Process 2: Data Skills and Use

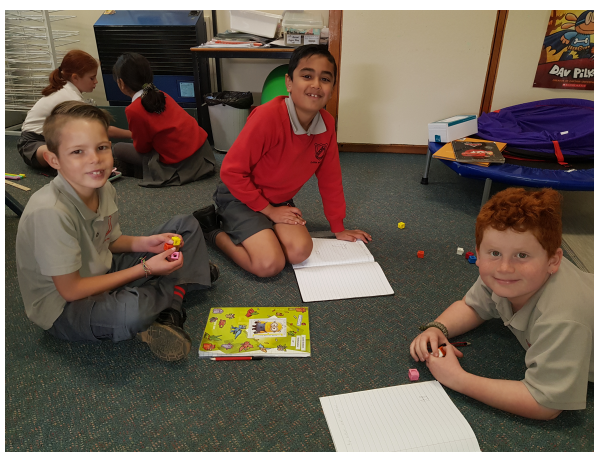
Implement a whole school approach, so that student assessment data is regularly used to identify achievements and progress, to inform future teaching and create learning programs that are personalised and effective.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• In the Year 3 Reading Check in Assessment 50.6% of the questions were answered correctly compared to 54.3% of similar schools and 58.6% of the state;</li><li>• In the Year 3 Numeracy Check in Assessment 60.4% of the questions were answered correctly compared to 58.4% of similar schools and 62.8% of the state;</li><li>• In the Year 5 Reading Check in Assessment 63.6% of the questions were answered correctly compared to 57.1% of similar schools and 60.7% of the state; and</li><li>• In the Year 5 Numeracy Check in Assessment 63.7% of the questions were answered correctly compared to 54.4% of similar schools and 60% of the state.</li></ul>	<p>Socio-economic funds and location funds were used to fund two additional classroom teachers \$156656 and \$53556</p> <p>Literacy and Numeracy intervention funds were used to provide additional learning and support time to support student learning. \$80397</p>

## Next Steps

- focus on vocabulary as a whole school area of improvement;
- kindergarten teachers to be trained in Initial Lit;
- ensure quality teaching focusing on the use of technology within classrooms and at home;
- continue to employ additional learning and support teachers to support students learning;
- continue to employ an Aboriginal Education Officer to support Aboriginal students; and
- continue to seek out evidence based professional learning to support student learning.



## 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

The whole school "Sounds to Spelling Scope and Sequence" was implemented across Kindergarten to Year 6 with staff reviewing and making the adjustments throughout the program. Changes have been made to support student learning.

Students from Kindergarten to Year 6 have continued to write their own SMART learning goals, which focus on areas that they would like to improve upon within their learning.

#### 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"><li>• 31% of Year 3 students achieving the top 2 bands in Reading Check In Assessment</li><li>• 40.4% of Year 5 students achieving the top 2 bands in Reading Check In Assessment</li><li>• 43.9% of Year 3 students achieving the top 2 bands in Numeracy Check In Assessment</li><li>• 36.2% of Year 3 students achieving the top 2 bands in Numeracy Check In Assessment</li><li>• 0% of Year 3 Aboriginal students achieving top 2 bands in the Reading Check In Assessment</li><li>• 0% of Year 3 Aboriginal students achieving top 2 bands in the Numeracy Check In Assessment</li><li>• 0% of Year 5 Aboriginal students achieving top 2 bands in the Reading Check In Assessment</li><li>• 0% of Year 5 Aboriginal students achieving top 2 bands in the Numeracy Check In Assessment</li></ul>	QTSS \$78210  Aboriginal Background \$30000 • a teacher was employed to work with Aboriginal students in Terms 3 and 4.

##### 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"><li>• 19% of Year 3 students were in the 2 bottom bands for the Reading Check in Assessment</li></ul>	Professional learning funds were used to release staff to complete various

## Progress towards achieving improvement measures

- 9.8% of Year 3 students were in the 2 bottom bands for the Numeracy Check in Assessment
- 17% of Year 5 students were in the 2 bottom bands for the Reading Check in Assessment
- 15.9% of Year 5 students were in the 2 bottom bands for the Numeracy Check in Assessment

professional learning, either remotely or at a venue, such as Additive Strategies, STEM, Measurement online etc \$34299

Literacy and Numeracy funds were used to purchase new resources to engage students with their learning

## Next Steps

- staff to participate in professional learning based on differentiation;
- ensure staff participate in high quality professional learning to support student learning;
- continue to embed "Curiosity and Powerful Learning" and "What Works Best" into the 2021-2024 School Improvement Plan;
- continue to develop our data informed practice within the school;
- investigate adding assessment data to Sentral, allowing data to be collated and tracked; and
- continue with promoting student voice within the school and activities which they participate in.



## 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

The Strategic Direction of Wellbeing continued to be a focus during 2020 with the school continuing to be very proactive with programs and support. We continued with the employment of an additional Assistant Principal K-6 Wellbeing and our PBL and Learning Support Team provide effective systems on wellbeing within the school.

This year we introduced the mindfulness program "Smiling Minds" to our school. One teacher was trained as the Smiling Minds Champion for our school and ran professional learning for all staff. Staff also participated in an online "Smiling Minds Kick Off" training. 100% of classes have implemented the Smiling Minds program.

The staff also participated in the 9 hour professional learning based around the Wellbeing Framework. This showcased the domains of emotional, physical, spiritual, cognitive and social wellbeing are all being covered very well by current programs.

In Term 4, the majority of Stage 1 teachers were trained in the PAX Game, which is a program that has been supported by the Department of Education.

All classes from Kindergarten to Year 6 implemented the Second Step programs to support PBL and social skills 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 2020 , 93.60% compared to 91.80% of the state;  Suspension data has decreased from 8 (1.18%) suspensions in 2019 to 3 (.44%) suspensions in 2020; and  PBL data shows a decrease in both major and minor behaviours from 2019 to 2020.	Assistant Principal K-6 Wellbeing \$34000

##### 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.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<ul style="list-style-type: none"><li>• April 2019- 83% of students stated they had a high sense of belonging compared to 79% in 2020;</li><li>• September 2019- 74% of students stated they had a high sense of belonging compared to 77% in 2020; and</li><li>• April 2020- 88% of students stated they had positive relationships compared to 92% in October 2020.</li></ul>	<p>Professional Learning for PAX \$3750</p> <p>Professional Learning and resources for Smiling Minds \$2000</p>

## Next Steps

- continue to employ the additional Assistant Principal K-6 Wellbeing;
- continue to train new Stage 1 teachers and Early Stage 1 teachers in PAX, so all K-2 teachers are trained in PAX;
- continue to implement the Smiling Minds program;
- implement some of the DoE "Attendance Matters" resource to support student attendance;
- investigate a sensory walk for the K-2 playground; and
- provide more opportunities to support staff wellbeing.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$59321	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. Two teachers were employed one day a week each to work with Aboriginal students during Semester 2. In Term 3 the teachers worked with Stage 2 and Stage 3 and in Term 4 the teachers worked with Early Stage 1 and Stage 1.
<b>English language proficiency</b>	\$90660 Teacher Staffing- \$21877 Flexible Funding- \$68189	This funding was used to employ an EAL/D teacher for three 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.
<b>Low level adjustment for disability</b>	\$180639 Teacher Staffing-\$131261 Flexible Funding- \$49378	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 has 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 and the MultiLit programs with students. This support led to students improving their literacy and numeracy skills, along with their self esteem.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$78210	During 2020 the QTSS funds were used to release Assistant Principals, and expert teachers to provide professional learning and professional support to all staff. One expert staff member was released to support teachers with remote learning using Google Classroom, another staff member trained staff in the teaching of phonics, which supported our new sounds to spelling scope and sequence. Wellbeing was supported with these funds, as Positive Behaviour for Learning (PBL) team leaders trained staff and the Smiling Minds Champion provided training to staff throughout the year.
<b>Socio-economic background</b>	\$156656	This funding was used to employ two additional classroom teachers to form the 18th and 19th classes. The impact of this allowed all class sizes to be significantly smaller and enabled a smaller student teacher ratio for all students, which led to improved student outcomes.  Location funds were used to supplement the remaining cost of the 2nd classroom teacher.
<b>Support for beginning teachers</b>	\$4375	During 2020, one teacher received beginning teachers support funding. These funds were used to provide the teacher with an additional

Support for beginning teachers	\$4375	one hour a week RFF, and additional days release to complete her accreditation. The impact of this funding was that the beginning teacher felt well supported and achieved her accreditation.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	179	190	209	219
Girls	181	202	216	218

### Student attendance profile

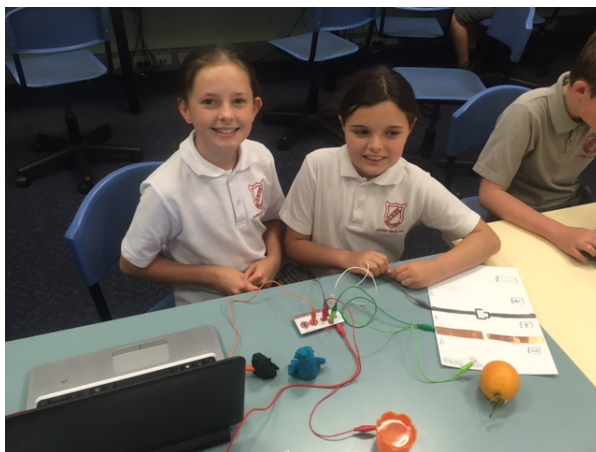
School				
Year	2017	2018	2019	2020
K	89.9	93.2	90.5	92.8
1	93.1	90.9	92.4	91.6
2	91.2	93.5	92.1	95.2
3	93.6	92.2	93.5	92.4
4	94.8	94.3	92.4	94.2
5	93.5	94.8	93.1	91.9
6	94.5	89.7	93	93.6
All Years	93	92.8	92.4	93.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	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.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.23
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	3.84
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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

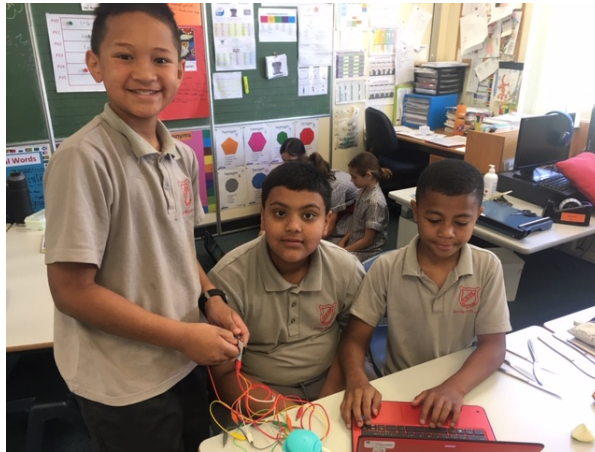
All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	360,017
<b>Revenue</b>	4,701,200
Appropriation	4,637,231
Grants and contributions	62,894
Investment income	976
Other revenue	100
<b>Expenses</b>	-4,724,244
Employee related	-4,330,055
Operating expenses	-394,189
<b>Surplus / deficit for the year</b>	-23,044
<b>Closing Balance</b>	336,973

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.

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	230,405
<b>Equity Total</b>	486,682
Equity - Aboriginal	59,321
Equity - Socio-economic	156,656
Equity - Language	90,066
Equity - Disability	180,639
<b>Base Total</b>	3,265,175
Base - Per Capita	102,214
Base - Location	53,556
Base - Other	3,109,405
<b>Other Total</b>	591,921
<b>Grand Total</b>	4,574,182

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.



## 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**

Eight 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 and their social and emotional development;
- 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 two meetings at school since the beginning of the year;
- 75% 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 how important school work is;
- 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 and helped students to develop positive friendships.

### **Teacher Responses**

Twenty-seven 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 -7.6
- Collaboration -8.1
- Learning Culture -8.0
- Data Informed Practice -7.8
- Teaching Strategies -8.1
- Technology -6.4
- Inclusive School -8.1
- Parental Involvement -7.1

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 -7.7
- Planned Learning Opportunities -7.7
- Quality Feedback -7.3
- Overcoming Obstacles in Learning -7.9

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

- 89% of teachers believed that school leaders are leading improvement and change at GNPS; and
- 93% of teachers felt that the school leaders clearly communicate their strategic vision and values for our school.

### **Student Responses**

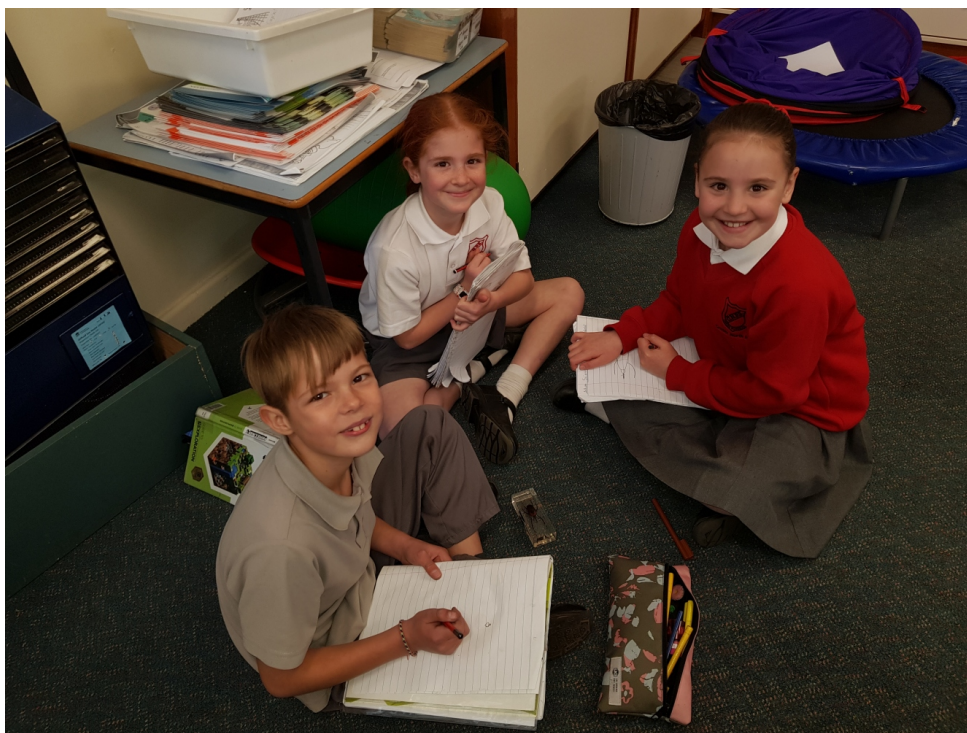
Students from Years 4, 5 and 6 participated in the 'Tell Them From Me Survey' twice during 2020. The first survey was held in March and the second was in September. The second in September was a shortened survey. The Tell Them From Me Survey focused on Social and Emotional Outcomes and Drivers of Student Outcomes. The following are the responses from the Social and Emotional Outcomes;

- in March 76% of students played sport with an instructor at school and in September 80% did;
- in March 59% of students were involved in extracurricular activities and in September 53% did;

- in March 88% of students had positive relationships and in September 92% did;
- in March 96% of students stated that they valued school outcomes and in September 96% did;
- in March 54% of students stated they have positive home learning behaviours and in September 54% did;
- in March 90% of students felt they tried hard with their learning and in September 88% did;
- in March 79% of students stated they had a high sense of belonging and in September 77% did;
- in March 91% of students believed they had positive behaviour at school and in September 90% of students did; and
- in March 73% of students were interested and motivated in their learning and in September 79% were.

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

- in March 85% of students felt that their learning was relevant and in September 82% did;
- in March 22% of students felt they had been bullied at school and in September 26% did;
- in March 89% of students felt teachers were responsive to their needs and in September 88% did;
- in March 78% of students felt there were clear rules and expectations for classroom behaviours and in September 74% did;
- in March 81% of students felt they had someone at school who consistently provided encouragement and in September 83% did;
- 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 87% of students did; and
- in March and September 86% of students felt that teachers emphasised academic skills and held high expectations for students.





# Policy requirements

## Aboriginal Education Policy

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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 \$59321 in Aboriginal background funding in 2020.

Our Aboriginal Education Team held a community meeting early in Term 4 2019 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 4 and Stage 3 students during Term 3. The Aboriginal Education Team also decided to employ a teacher 1 day a week to work with Aboriginal students for the year. Due to staff shortages we were only able to employ two teachers in Semester 2, to support Aboriginal students. The remaining funds were spent on Aboriginal resources to support Aboriginal Education at GNPS.

Our Aboriginal Education Team held only three meetings for the year due to COVID. These were Term 1, Term 3 and Term 4. A newsletter was sent out in Terms 3 and 4 to keep parents and caregivers informed.

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 Term 4, with a NAIDOC Week assembly, classroom activity rotations and traditional Indigenous games;
- Lane Stewart and Kaiden Simpson participated in the NAIDOC Week Public Speaking Challenge;
- All Aboriginal students from years 4, 5 and 6 attended Sandhills Artefact where the boys made a didgeridoo and the girls made a coolamon; and
- GNPS continues to promote programs that educate all students about Aboriginal history.

## Anti-Racism Policy

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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

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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 Years 3 to 6 participate in the Multicultural Public Speaking Competition.

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 three 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 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 participating in activities that fostered Harmony Day themes.

