

2021 Annual Report

Grafton Public School



2060

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 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 primary school which sits on Bundjalung country, with a current enrollment of 544 students, including 110 Aboriginal students . The school provides a strong, holistic and inclusive educational program, with 6 special education classes and 18 mainstream classes, including an enrichment class. The school is a member of the Grafton Community of Schools and works closely with local government and other support and cultural agencies across the Clarence Valley. Grafton Public School provides a caring and supportive environment, values respectful relationships and has a culture of high expectations for all. Grafton Public School enjoys strong parent and AECG partnerships, is a Positive Behaviour for Learning (PBL) school and has well established policy frameworks. The school is a Phase 2 Early Action for Success school and has strong creative and performing arts programs, technology, and sporting programs.

The school improvement plan has been written after extensive collaboration with staff using the School Excellence Framework, the 'What Works Best' document and small appreciative inquiry focus groups. Consultation was had with our parents, P&C, members of the Local AECG and students. A Situational Analysis assisted in identifying the areas for priority over the next four years and our strategic directions are a direct result of this thorough process.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy and numeracy through quality assessments, data informed teaching practices and effective student feedback.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment & Data Informed Practices in Literacy and Numeracy
- Effective Feedback

Resources allocated to this strategic direction

Professional learning: \$10,000.00

QTSS release: \$105,024.01

Literacy and numeracy: \$4,814.80

Aboriginal background: \$5,000.00

Summary of progress

In 2021 NAPLAN results reflected good progress in reading growth with achievement above the upper bound system target. In addition, students attaining Top 2 Bands increased by 5% since 2019, and for Aboriginal students achieving in Top 3 bands there was an increase of 12% since 2019. Staff are still conscious of monitoring the amount of effective assessment for students. Many staff are now seeing the benefits of utilising online assessments in order to give real time effective feedback to students and analyse student progress for future teaching. Early stage 1 and Support Unit who are not using online assessment incorporated mandatory assessments from explicit teaching programs into their portfolio samples.

All teaching staff engaged in professional learning from the What Works Best document and the Australian Institute for Teaching and School Leadership Teaching Standards. Performance and Development Plans focused on individual needs. In 2022 Staff will continue to focus on effective feedback to improve teaching practice.

Instructional leadership collaboratively worked alongside staff to better understand various data sources and explored the value of data analysis informing teaching planning and practice. In 2022 systems will continue to be embedded to ensure all staff feel confident in collecting and analysing student learning data to inform improved practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Aboriginal Student Achievement Increase the number of Aboriginal students in the Top 3 NAPLAN bands in reading and numeracy from the baseline measure towards the lower band system negotiated target.	<p>Decrease of 2% of the number of students in the top 3 bands for year 3 reading; however, 2021 saw 23% of year 3 Aboriginal students achieving band 6 whereas in 2019 there was 0%.</p> <p>Decrease of 15% of the number of students in the top 3 bands for year 3 numeracy; however, 2021 saw 7% of year 3 Aboriginal students achieving band 6 whereas in 2019 there was 0%.</p> <p>Increase of 18% of Aboriginal students in the top 3 bands for year 5 reading.</p> <p>Decrease of 18% of Aboriginal students in the top 3 bands for year 5 numeracy</p>
Reading and Numeracy Increase the number of students in the	<p>For Year 5 there was an increase of 2% in reading and an increase of 5% for numeracy from the baseline data.</p>

Top 2 NAPLAN bands of reading and numeracy from baseline data towards the lower bound system negotiated targets.	For Year 3 there was an increase of 8% in reading and an increase of 5 % for numeracy from the baseline data.
Expected Growth Increase the % of students achieving expected growth in reading and numeracy towards the lower bound system negotiated targets as measured by NAPLAN baseline data.	<i>41% of students achieved at or above expected growth in numeracy while 75% achieved at or above expected growth reading (significantly above target)</i>
Assessment and Data Informed Practices Teachers collect and use assessment data that monitors achievements and identifies gaps in learning.	Professional learning, the purchase and successful implementation of Essential Assessments, Instructional Leaders and Assistant Principal Instructional Leadership conferences and additional staff employed under Covid Intervention funds have all contributed to improvements (K-6) of data collection and the informed use of assessment data to inform teaching practice.
Effective Feedback At least 90% of teaching staff have explored the element Effective Feedback in the What Works Best Document.	All teaching staff have actively participated in small group activities and self reflection activities in the Effective Feedback element of the What Works Best Document. This has allowed for self reflection, professional conversations about where to next and how the school can support individual teachers. Assistant Principals and Instructional Leaders have been supporting this process.



Strategic Direction 2: High Impact Professional Learning and Continual Professional Growth

Purpose

To ensure high impact professional learning and leadership opportunities are available to all staff in order to maintain a school culture of continual growth, developing aspiring leaders and collaborative practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning
- Leadership and Mentoring

Resources allocated to this strategic direction

Professional learning: \$25,000.00

Aboriginal background: \$2,000.00

Literacy and numeracy: \$15,000.00

QTSS release: \$9,000.00

Summary of progress

Covid-19 operational changes throughout the year was an obvious barrier at times to both High Impact Professional Learning (HIPL) and the Leadership and Mentoring Program (to a lesser degree). HIPL was greatly hindered in term 4 when internal cohorting and travel for Professional Learning (PL) was not possible. As a split campus, this meant even within our school, staff were limited in their physical movements to the one campus. The majority of all staff completed 10 hours of 8 Ways Aboriginal Pedagogies training. In 2022, the school will focus on effective feedback and analysing and using data effectively.

Staff were positive, adaptable and supportive throughout all operational changes and towards the strategic direction goals, although student wellbeing was the top priority. Grafton Public School Leadership and mentoring Guidelines were established. Our next steps will be formalising mentor time to allow staff to meet, prioritising HIPL in 2022 for staff after two covid disrupted years which is aligned with PDPs and Strategic Direction goals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
High Impact Professional Learning -At least 90% of GPS teaching staff have completed the 10 hours '8 ways Aboriginal pedagogies'. -Staff trained in 8 Ways Aboriginal Pedagogy training. -Staff present lesson or program samples and lesson feedback to the GPS teaching staff and 8 Ways Trainers -Evidenced by class programs, participation numbers completing the training and teacher feedback.	95% of teaching staff completed 10 hours of 8 Ways Aboriginal Pedagogy Training and in addition to this, the majority of Student Learning Support Officers (SLSOs), Aboriginal Student Learning Support Officers (ASLSOs), and School Administrative Support Staff (SASS) also completed the training. All staff who completed the training presented lessons and presented feedback from the lessons to the staff and trainers. The next steps will be incorporating the 8 Ways increasingly across key learning and PBL programs.
Leadership and Mentoring -GPS staff are aware and can articulate	Grafton Public School Leadership and Mentoring guidelines were completed, accepted by the staff and implemented in 2021. We had 12 staff involved in the leadership and mentoring program within the school and two

the purpose of the guidelines. Some staff are participating in a mentoring role.

-Leadership and Mentoring Guidelines written and the program introduced to staff. The first year will be a trial implementation year

Assistant Principals who were successful in EOIs to relieve as Principals in other local schools. Our trial year was successful in achieving the outcomes set out.



Strategic Direction 3: Student Well-being

Purpose

To promote positive student well-being through increased school engagement and the implementation of new behaviour and attendance initiatives.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Attendance
- Positive Student Well-being

Resources allocated to this strategic direction

Socio-economic background: \$1,000.00

Summary of progress

- In 2021 student attendance data was 7.2% above state average. Covid 19 had a significant impact on the implementation of many attendance and engagement programs at Grafton Public School. However, some strategies that were implemented include the welcome cards, Whole professional learning in attendance recording for greater accuracy of attendance data. Letters for our Attendance Initiative Program have been developed with a detailed analysis as to how the program will unfold, including a timetable for the year, parent and student roles. This program has explicit incentives for students who meet the attendance criteria and will be implemented at the beginning of next year.
- Many of the initiatives for the Wellbeing were not able to be successfully achieved due to COVID and the disruptions to our year. Staff and students received upskilling in the new Grafton Public School Wellbeing Policy and a relaunch of fortnightly Positive Behaviours for Learning lessons were created based on Sentral Data evidence. Green Level Awards were introduced relating to improved classroom and playground behaviour with good success. This again will be implemented and closely monitored in 2022 and evaluated from the perspective of students, staff and community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student Attendance By the end of 2021 the school aims to improve students attending more than 90% by at least 4% from baseline SCOUT data.	The baseline data from scout in 2020 was 91%. Taking into consideration the impact of Covid 19 lockdown and the closure of the school, the school witnessed a reduction in overall attendance by 2%. This reduction was 'less than similar schools' in our local area.
Positive Well-being Increase the proportion of students reporting 'Expectations for Success', 'Advocacy', and 'Sense of Belonging' by 4% from baseline 'Tell Them From Me' SCOUT Data	<p>There was limited progress in the baseline data 2019 to our 2021 Tell them from Me Survey.</p> <p>Expectations for Success 2019 Mean 8.6 compared to the current mean 8.7 (state norm 8.7)</p> <p>Advocacy had an increase from baseline from 7.6 to 7.8 (state norm 7.7)</p> <p>Sense of Belonging declined from 69% to 66% for the school. The state norm is 81%</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$475,181.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grafton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have identified high-level learning and/or health needs • implementation of targeted programs to differentiate teaching and learning programs • provision of additional staffing to support student engagement in extra-curricula activities including the Independent Living Skills Camp. • Support staff received professional learning in digital platforms for home-school communication including SeeSaw and Teams One Note. <p>The allocation of this funding has resulted in: All targeted students being appropriately supported to ensure equity, engagement in learning and emotional wellbeing outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 Grafton Public School staff will continue to prioritise individual student needs and align targeted professional learning opportunities for staff. Student growth data will be a focus for identifying further intervention and support programs.</p>
<p>Socio-economic background</p> <p>\$478,823.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grafton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Student Well-being • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement small group and individual intervention programs for literacy and numeracy to support identified students with additional needs • supplementation of extra-curricular activities • professional development to support student learning • Student wellbeing <p>The allocation of this funding has resulted in: Identified student needs were supported with additional teaching and School Learning Support Officer (SLSO) staff. Improvements in the top two bands for Yr 3 Reading, writing and numeracy and Yr 5 reading. Further data, highlighted achievement in Personalised Learning Plans (PLP) SMART goals being reached. Students have a variety of wellbeing initiatives and inclusive programs. All students actively understood and participated in the new Green Level Rewards Initiative. The school also invested in technology to support student learning and assessment being completed online.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$478,823.65</p>	<p>Continue to engage a variety of wellbeing programs in response to school needs.</p>
<p>Aboriginal background</p> <p>\$154,375.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grafton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • Assessment & Data Informed Practices in Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • Staff and SLSO staff upskilled in 8 Ways Pedagogies • School involvement in many Aboriginal incentives and programs <p>The allocation of this funding has resulted in:</p> <p>The majority of Aboriginal students and Torres Strait Islander students had their learning pathways developed in consultation with their families to create a genuine and authentic partnership between home and school. These are regularly monitored and adjusted.</p> <p>Our cultural awareness programs - professional learning from 8 ways; weekly Bundjalung Language lessons, Didge Group, Aboriginal Dance has continue to raise awareness of our local Aboriginal cultural and heritage. Our Aboriginal programs continue to rise in participation. Our data indicates that 79% of our Aboriginal students feel good about their culture and 72% believe that teachers have a good understanding about their culture. Increases in Yr 3 NAPLAN in the areas of reading, spelling and numeracy. Yr 5 NAPLAN data revealed improvements in reading, spelling, grammar and punctuation and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Aboriginal Personalised Learning Plans (PLPs) will also include a pre interview from one of our Aboriginal School Learning Support Officer (ASLSO) to gather background information.</p> <p>Further learning about and time to include 8 ways pedagogies into teaching and learning programs for other KLAs along with our Positive Behaviour for Learning Programs.</p> <p>The continuation of weekly language lessons with a scope and sequence provided to staff. The introduction of an Aboriginal Student Representative Council to raise student voice and leadership opportunities for our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$8,318.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Grafton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$8,318.62</p>	<ul style="list-style-type: none"> • Personalised and Inclusive Learning <p>The allocation of this funding has resulted in: Students with English as an Additional Language / Dialect (EAL/D) needs were supported to access appropriate curriculum and learning opportunities. Students are more confident with their language based on teacher observations, work samples and class assessment tasks. Students are tracked on the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reflect on EALD learners and how the school continues to improve its understanding of how to support students at differing phases.</p>
<p>Low level adjustment for disability</p> <p>\$231,061.08</p>	<p>Low level adjustment for disability equity loading provides support for students at Grafton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based interventions MacqLit and MiniLit to increase learning outcomes • employment of LaST teacher to ensure we had support on both campuses. <p>The allocation of this funding has resulted in: Flexible Learning and Support teachers (LaS) timetabled has ensured individual needs could be met for either academic or behaviour support. Instructional Leaders (ILs) supported School Learning Support Officer (SLSO) to deliver evidence based programs such as MacqLit and MiniLit to targeted group of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of identifying Tier 2 students who require additional support. These students will access MacqLit and MiniLit programs. Students who need adjustments to their learning will continue to be supported through the Learning and Support Team (LaST). The ability to have two LaST teachers to work across both campuses will also continue.</p>
<p>Location</p> <p>\$3,003.82</p>	<p>The location funding allocation is provided to Grafton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional SAS staff to support school communication modes <p>The allocation of this funding has resulted in: Relevant and updated communication is communicated to school families and carers using a variety of sources such as Newsletter and Facebook entries. Successful implementation of our Kindergarten Kritters Transition program.</p> <p>After evaluation, the next steps to support our students with this funding will be: School community accessing Facebook posts regularly. High engagement of 2.4K followers. Feedback from our school community will see a different</p>

Location \$3,003.82	format to our weekly newsletter and a weekly What's on snippet to go to Facebook each Sunday.
School support allocation (principal support) \$28,820.24	<p>School support allocation funding is provided to support the principal at Grafton Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Business Manager employed to ensure Finance records and WH&S documentation is compliant. <p>The allocation of this funding has resulted in: Grafton Public School maintaining high levels of compliance across finance and WH&S.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to upskill other School Administrative Support Staff (SASS) staff in various areas of finance and compliance to ensure future planning.</p>
Literacy and numeracy \$19,814.80	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Grafton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment & Data Informed Practices in Literacy and Numeracy • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: 100% of K-2 staff upskilled in the teaching of phonics and explicit teaching with the introduction of InitialLit. Primary staff catered for differentiation in the area of spelling. 73% of staff indicated they had seen improvements in their students spelling ability and staff voiced it was effective to focus on the explicit teaching of spelling strategies. Majority of staff had explicit teaching down as their Performance and Development Plan (PDP) goal.</p> <p>After evaluation, the next steps to support our students with this funding will be: New Assistant Principal Curriculum and Instruction (APCI) role to continue to support with evidence based programs in Literacy and Numeracy.</p>
Early Action for Success (EAfS) \$343,026.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Grafton Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver

<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>targeted evidence based literacy and numeracy programs to improve student outcomes.</p> <ul style="list-style-type: none"> • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy <p>The allocation of this funding has resulted in: Rigorous Professional Learning (PL) for staff to build teacher capacity and consistency in practice. Staff feel more confident in using the Learning progressions to identify students point of need and subsequent teaching points. With Instructional Leaders (ILs), staff analysed data, identified areas of need and collaborated to develop learning programs to address needs. ILs worked shoulder to shoulder with classroom teachers and Assistant Principals (APs) to improve practice in Literacy and Numeracy curriculum delivery as well as differentiating PL for beginning teachers and teachers new to ES1-S1 classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Although COVID restriction impacted on the delivery of this program, it was highly valued by staff. The next step is to empower staff to individually analyse data on a more regular basis. The role of the IL will change in 2022, but a similar model will be utilised by the Assistant Principal Curriculum Instruction (APCI) role. Staff will require extensive Professional Learning with the introduction of new syllabus documents in 2022 for K-2 English and Mathematics.</p>
<p>QTSS release</p> <p>\$114,024.01</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grafton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment & Data Informed Practices in Literacy and Numeracy • Leadership and Mentoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals were provided with additional release time to conduct collaboration meetings with their stage members to support quality teaching and learning programs. • staff released to engage in ongoing professional learning linked to school priorities and class data this involved unpacking assessment data and using this information to inform their practice. <p>The allocation of this funding has resulted in: Collaboration schedules were impacted by COVID and many school priorities placed on hold to support both staff and student wellbeing. Staff were able to be released at times to use formative assessment in their planning for student success. Teacher dialogue and sharing of best practices was a noticeable improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further upskilling of Assistant Principal (APs) to support individualised teacher needs. Assistant Principal Curriculum and Instructions (APCI) to guide collaboration focus areas and consideration to have opt in topics for staff to select rather than grade collaboration meetings for a semester.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Grafton Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: The Instructional Leaders (ILs) worked with teachers to ensure that differentiation was evident in Literacy and Numeracy Programs and that Personalised Learning Plans (PLPs) were being effectively implemented to ensure point of need learning for all students across K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to employ additional staff to support the individual learning needs of students.</p>
<p>COVID ILSP</p> <p>\$303,849.41</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Small group interventions for identified students in both numeracy and literacy • Employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Students gained improvements against selected learning progression focus areas. Staff are using data more regularly to inform teaching practice and this has been reflected in programs. Staff feel more confident with analysing data in collaboration with Instructional Leaders (IL) or stage Assistant Principal (AP). Tracking and monitoring of individual students who require additional learning and support beyond the classroom program is occurring.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consolidate and grow teacher analysis of student learning data, putting faces on the data for students not on track. Staff capacity to engage with data has grown and will continue to be a focus (triangulating data sources). Further monitoring of programs and individuals requiring Tier 2 and Tier 1 supports.</p>
<p>Per capita</p> <p>\$145,223.02</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Grafton Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student assistance provided to students to access uniforms, attend camps and excursions, participate in Breakfast club and have a healthy lunch provided when needed. <p>The allocation of this funding has resulted in:</p>

Per capita \$145,223.02	<p>Ensuring inclusive practices that support student wellbeing operating throughout the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Training the new Wellbeing Officer to run the breakfast program and other wellbeing initiatives within the school.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	340	312	292	297
Girls	330	305	267	251

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	94.4	94.3	89.7
1	92.7	92	94.8	88.9
2	91.4	93	93.6	90.5
3	92.7	91.6	94.2	89.6
4	92	91.4	93.7	90.1
5	91.4	90.6	93.2	89.5
6	90.5	90.2	92.5	88.3
All Years	91.9	91.8	93.7	89.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.26
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.36

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	768,575
Revenue	7,846,186
Appropriation	7,753,509
Sale of Goods and Services	17,748
Grants and contributions	74,539
Investment income	390
Expenses	-7,852,389
Employee related	-7,023,101
Operating expenses	-829,288
Surplus / deficit for the year	-6,202
Closing Balance	762,373

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.

	2021 SBAR Adjustments (\$)
Targeted Total	424,883
Equity Total	872,578
Equity - Aboriginal	154,375
Equity - Socio-economic	478,824
Equity - Language	8,319
Equity - Disability	231,061
Base Total	4,852,996
Base - Per Capita	145,223
Base - Location	3,004
Base - Other	4,704,769
Other Total	982,653
Grand Total	7,133,110

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Grafton Public School (GPS) has a positive learning culture supported by the high expectations of staff, students, and parents.

The Tell Them From Me (TTFM) Survey reports on data that was gathered after returning from home learning to school. We had 211 students from Year 4 -6 participate in the survey.

In the area of drivers of student outcomes (with 0 indicating strong disagreement, 5 neutral position and 10 indicating a strong agreement) our students indicated

- Effective Learning time (important concepts are taught well, class time is used efficiently) was 8.1 (8.2 NSW norm)
- Explicit teaching practices and feedback (teachers set clear goals for learning, establish expectations) was 7.4 (7.5 NSW Norm)
- 19% of our students felt they have been subjected to moderate to severe physical, social or verbal bullying including bullying over the Internet. (36% NSW Norm)
- Students feel they have someone at school who consistently provide encouragement and can be turned to for advice (Advocacy at school) was above NSW norm of 7.7. GPS 7.8
- Positive Teacher-Student relations (teachers are responsive to student needs and encourage independence) was 8.3 (8.4 NSW Norm)
- Positive Learning climate (students understand there are clear rules and expectations for classroom behaviour) was 7.0 (7.2 NSW Norm)
- Expectations for success (staff emphasise academic skills and hold high expectations) GPS was at the same rate as the NSW Norm 8.7
- 79% of our Aboriginal students indicated they felt good about their culture
- 72% agree and strongly agree that teachers understand Aboriginal culture

Grafton Public School continues to strengthen learning outcomes for its students by delivering quality teaching and learning programs. Through deeper reflection of the evidence, it is clear that we need to engage and involve our parent body in their child's academic progress. A new reporting system was implemented in 2021. The reports are done via Sentral Software. Teachers are utilising the aspect of Markbook from Sentral to help guide their decisions.

COVID 19 and Learning from home presented many challenges and we missed our community coming onsite and looked at different ways to engage with our families. Many staff elected to use an online App Seesaw to communicate with families provide support. Primary Classes used TEAMS and One Note successfully.

We continue to provide our staff with relevant professional learning to ensure quality teaching is occurring in all classroom. The staff have participated in 8 ways Aboriginal pedagogies training, InitialLit and Spelling Mastery focusing on explicit teaching, using Quality Texts to support Vocabulary. A focus for the school will be to use a variety of formative and summative assessment, internal and external data to identify students' strengths and pinpoint areas of need.

The school prides itself on our successful transition programs - Preschool to Kindergarten; Year 2 to Year 3; and Year 6 to high school.

The theme of Wellbeing moved to *Excelling* due to our ongoing commitment to improve and support every child. The recent revamping of the Positive Behaviour for Learning (PBL) along with implementing a new wellbeing system will ensure consistent and tiered approaches to wellbeing.

The school has a strong commitment to a culture of high expectations. The diversity of opportunities throughout the school enables individuals to thrive and caters for a variety of needs.

The Learning and Support Team plays a fundamental role across our split campus school. They provide direction and facilitate support for staff and students. The attendance team are implementing new initiatives and programs to increase student attendance data, as advised by the HLSO and Learning and Wellbeing Officer.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.