

2021 Annual Report

Gravesend Public School



2068

Introduction

The Annual Report for 2021 is provided to the community of Gravesend 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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Message from the principal

We have had another roller-coaster this year and it looks to keep changing into 2022.

We were blessed to be part of the Intensive Support Model trial in the Barwon network this year, the skills and strategies we, as a staff, have learnt in our time with the ISM team ensure that for once, rural schools were at the start of change instead of the end. The trial will be rolled out across the state next year based on the results demonstrated by our patch of schools in collaboration with a network in the rural south.

I am pleased to say that we are currently meeting our state-based targets in reading and numeracy this year. This is a great effort by staff and students. Our attendance is also within the set boundaries, but we will be looking at implementing some new strategies next year to boost our attendance average as we went from 94% to 85% this year. It is vital that we all value the education of our students. A day away is a day of missed learning, this is especially important in the infants where all foundational learning occurs. We hope that a small change or two will improve our average and demonstrate to the wider community how education is highly valued at GPS.

Firstly, to the students of our amazing school. Thank you for all your hard work and dedication to your education. Each day you show up with a smile, ready to work and the quality of the writing tasks this year has been well above what we expected to see. Well done! Thank you to our school leaders who are always ready to take on additional tasks and responsibilities to show pride in their school, I thank you for always doing/being extra, and for supporting your peers and your school in any way possible. It was another mixed-up year for you all, and you charged on with resilience and persistence. After the uncertainty of last year, you didn't let a lockdown get in the way of your learning and I congratulate you all.

To our year 6 students, I want to thank you for all the extra support you provided your peers by demonstrating expectations and sharing your skills so others could feel more comfortable as we tried new learning strategies in STEAM and trying to work across schools to share our projects over the last 4 years. You will be missed.

Secondly, to our families, I thank you for your dedication and support of our school. Thank you for the time you give, whether it be coaching, or assistant coaching, applying for grants, helping as part of our P & C, helping and supporting the raffles at the pub, coming in for meetings, helping in the garden, donating resources to assist school programs or sharing your expertise in the classroom. Whether it be building garden beds, donating items, spending time in the garden, dropping off and collecting deliveries, transporting students and any other number of ways. Every family has contributed to the improvement of our school this year by supporting staff and students in some way. That is what makes our school a special place to be, thank you.

Thank you to our P & C, who always work diligently to support school programs. Thank you for your fundraising efforts and the funding grants you have applied for. Your ongoing support of the needs of our students and school is valued and we look forward to continuing this journey with you next year.

I thank you for your time and dedication to the education of all students at GPS, especially as you engaged in another

lockdown and learning from home began again. One thing I will say, we are definitely getting better at it as little learning time was lost this year. We will have to wait and see what next year brings.

Lastly, to our staff. Every year we hope to get on top of the change and every year there is more. I thank you for always rising to the challenge and working together through an evaluation process as we continually fine tune our School Improvement Plan to make Gravesend an exemplary school. I appreciate your willingness to take on new learning and to support the students of our school, consistently meeting the developing and changing needs within our community.

This year is bittersweet as we say goodbye to Mrs Forsyth who has been with us for 3.5 years. Thank you for adding our students work into local art competitions and sharing the successes with students and families. We will miss your sewing skills during life skill sessions and for bringing your dramatic skill to our presentation nights for the last 3 years. We wish you well on your new endeavours.

To our school community, thank you for sharing our Facebook posts far and wide and for celebrating the successes of our students with us. It is rewarding to know that so many are in our corner supporting our students and school.

Thank you families for all your assistance and the dedication you have shown to your children's education.

This year has proven that there is no challenge we can not overcome together and I thank you for the privilege of leading this amazing school.

Jackie Todd

Principal

Gravesend Public School



Dressing up and having fun!

School vision

Gravesend Public School has a culture of high expectations and provision of high quality, inclusive and collaborative educational experiences that equip our students with the tools to be successful, confident and creative individuals.

Our staff is dedicated to providing a diverse range of learning opportunities that improve learning and wellbeing. We work together as a whole school community to prepare and inspire our students to be their best.

School context

Gravesend Public School is a small rural school located in north western NSW, 25kms west of Warialda and 55kms east of Moree. Our school directly caters for the needs of students from Transition to Year 6. The school has a family-orientated atmosphere and a strong sense of community. The school prides itself on a reputation for achievement in academics, sports and cultural events.

The school fosters a culture of high expectations, quality curriculum delivery and we enjoy high levels of community engagement. Our learning programs are personalised, supporting a range of diverse learning needs and student voice. Students have high levels of access to technology, strong social networks through inter-school events and a range of internal and external leadership opportunities.

Gravesend PS enjoys positive partnerships and commitment from the whole school community. We provide significant extra-curricular opportunities, often in partnerships with surrounding schools. We have existing relationships with Warialda High School, Pallamallawa Public School and Croppa Creek Public School.

Our school enjoys a number of excellent facilities that are shared with our community. We have a community vegetable garden, cricket nets, Outdoor Kitchen, football field, soccer field and playground. The school accesses local facilities such as, a cricket field and cricket nets, tennis court and multi-court found on the Recreation Grounds located next door to the school, which is also used for athletics.

Current staffing includes: Teaching Principal, Classroom Teacher, Part-time School Administration Manager (SAM), Part-time General Assistant (GA), Part-time teacher and a Part-time Student Learning Support Officer (SLSO). The school also employs a casual SLSO, School Administrative Officer (SAO), General Assistant and teacher.

Allocated Teaching Staff-2.626 (2.5 teachers). Allocated SASS- 0.896 (SAM-4 days per week using additional funds and a G.A 1 day per week).

We have a current enrolment of 26 and an expected enrolment of 24 in 2021. Our school Family Occupation and Education Index (FOEI), currently at 113, has an upward trend to 123 moving into 2021.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions. These are student growth and attainment, evidenced-based teaching and leadership and strong partnerships through enhanced school processes.



Great day out at the Tranawalla Stahmann Pecan
Nut Farm

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| 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 | Excelling |

During our first External Validation process in 2020, we identified a number of areas for development

We were blessed to be part of the Intensive Support Model (ISM) trial in the Barwon network this year, the skills and strategies we, as a staff, have learnt in our time with the ISM team ensure that for once, rural schools were at the start of change instead of the end. The trial will be rolled out across the state next year based on the results demonstrated by our patch of schools in collaboration with a network in the rural south. With the project based solely around data informed practice, our target area from our last evaluation. This project was vital to our schools improvement and data literacy. We have begun implementing new processes that will be used ongoing for data informed practice at GPS.

I am pleased to say that we are currently meeting our state-based targets in reading and numeracy this year. This is a great effort by staff and students. Our attendance is also within the set boundaries, but we will be looking at implementing some new strategies next year to boost our attendance average as we went from 94% to 85% this year. It is vital that we all value the education of our students. A day away is a day of missed learning, this is especially important in the infants where all foundational learning occurs. We hope that a small change or two will improve our average and demonstrate to the wider community how education is highly valued at GPS.

Based on the outcomes of our Situational Analysis, we have determined that we need to continue to develop our whole

school assessment practices, seeking alternatives to NAPLAN by using the PAT tests as an internal and external measure of student performance. We have extended our Personalised Learning Pathways (PLPs) to each student, to begin in 2021. These personalised plans will be created in collaboration with families to assist us track wellbeing, goal setting, future aspirations and self-directed learning, they will also be used as a part of our reporting to parents process more formally. As a school, we will identify high impact assessment strategies to track student longitudinal growth.

As a whole school, we will embed QDAI evaluative systems for whole school planning and analysis of data that is effective for small school use. This will support our procedural document establishment, whole school evaluation, assessment strategies and community engagement. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure student and school improvement

Staff met to discuss our schools progress this year and after analysing the evidence and discussing our results with colleagues and members of the project, we are confident in our assessment against the SEF this year.

Strategic Direction 1: Student growth and attainment

Purpose

The school uses systematic and reliable information to evaluate student learning over time and implements adjustments that lead to improvement. Student progress and achievement data is consistent on internal and external measures.

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.

- Data informed practice
- Internal and external assessment

Resources allocated to this strategic direction

Professional learning: \$6,200.00

Low level adjustment for disability: \$22,424.00

Socio-economic background: \$8,217.00

Literacy and numeracy: \$4,505.00

Per capita: \$5,600.00

Summary of progress

Data informed Practice:

At the beginning of 2021, staff reviewed data and identified inferential comprehension as a focus area for improvement.

During Term 2, all teachers were supported by professional learning (PL) in data skills and use, staff then analysed student data from SCOUT and PLAN2, to identify areas of need in reading and numeracy. Baseline data was captured by all teachers on students' inferential comprehension skills in PLAN2, completing pre- and post-testing and using the Digital Learning Resources Hub (DLRH) (Inferential Comprehension Stage 1, 2 and 3) to make adjustments to teacher delivery and implementation of new delivery methods occurred.

During Term 3, teachers completed blended learning PL on 'Data skills and Use' through the Intensive Support Model Project (ISM) and planned a consistent approach to leading this across the school in other areas of identified need. Whole school staff meetings were used to build capacity in data use and using PLAN2 to track student progress. Staff meetings in Term 3 were also used for data talks and building evaluation processes around our new logic modeling. Our first focus was on improving reading and inferential comprehension. Staff worked collaboratively to embed strategies on inferential comprehension into teaching and learning programs and scope and sequences.

Teachers delivered updated teaching and learning programs and captured data to evaluate progress. A session was run by staff to reflect on what worked well and why, what didn't work and why and what further support was needed. Staff then evaluated student growth, and designed processes for ongoing measurement of student progress in Inferential Comprehension each semester. Data in PLAN2 was analysed and used to inform the next Targeted Teaching Point for a whole school focus.

Improvement outcomes are:

- Document analysis of teaching programs demonstrate refinements to practice in the planning process.
- Pre- and Post- lesson observations as evidence of implementation fidelity
- Student data has gone from individual teacher-based collation, to being collated in a central place and monitored regularly and consistently as a whole staff
- Analysis of check-in data and internal assessment data related to students' skills in comprehension reveal progress is being made towards our 2021 annual progress measure and are on track to achieving our improvement measures for reading.

Funds were expended to cover staffing and professional learning costs. Additional staffing funding and COVID Intensive Funding was used to support the infants class in literacy and numeracy 3 days per week for the whole year. Learning and Support Teachers were employed for Terms 1 and 2. We were unable to find additional staffing for Learning and Support programs in Semester 2. Additional staffing funding was also used to provide teachers with additional RFF to undertake PL in Data analysis. Any remaining funds were requested to be allocated to 2022 staffing costs for this strategic direction.

Internal & External Assessment:

At the beginning of 2021, staff reviewed data and implemented the Progressive Achievement Test (PATs) each term, as an alternative external assessment to NAPLAN. The aim was to find an alternative that is standardised and can show consistency against NAPLAN to assist with student learning needs due to the inconsistencies in our NAPLAN data due to small cohorts.

PATs included: Comprehension, Spelling, Grammar & Punctuation, Digital Technology and Science.

Copies of the tests were put into individual student assessment folders to take home each term as part of our reporting to families process.

To begin, we completed all the assessments each term. At the end of semester 1, staff evaluated the process thus far and it was decided that completing the PAT tests every term was ineffective and too frequent. The tests were then delivered in term 4 only for the remainder of 2021. Assessment folders are given to families to keep.

Moving forward, student work samples and copies of student writing will be kept in student files and PAT test results will be tracked in school spreadsheet. Student answer sheets are included as ongoing pre- and post-testing of PAT. These provide ongoing baseline data and is triangulated between NAPLAN and PLAN2.

Improvement outcomes are:

- Consistent and standardised whole school assessment
- Assessment results are maintained until student leaves the school
- Parents are well informed of their child's progress through Assessment folders which are sent home each semester and remain at home at the end of the year.

Professional dialogue on teaching strategies was drawn from the evidence-base was a focus of whole staff meetings to ensure student learning was at the forefront of all practices and these practices were targeted at student need.

Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support from the ISM project leaders, in the form of coaching and mentoring, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders through the use of Assessment Folders.

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 |
|--|--|
| <p>Performing above lower bound target (Reading-56.9% and Numeracy-44.1%) as measured by NAPLAN Reading and Numeracy for Years 3 and 5.</p> <p>All students have learning goals for English and maths based on determined (expected growth) data.</p> <p>Monitor & Maintain attendance rate at 94% or above.</p> | <p>System Target</p> <p>Years 3 and 5 reading: currently performing above the lower bound target , at 57.14%, an increase of .24%.</p> <p>Years 3 and 5 numeracy: currently performing below the lower bound target, at 42.86%, which is drop of 2.76%.</p> <p>Attendance rate in 2021 is 86.5% of students attending above 90% of the time.</p> <p>School Based Target</p> <p>In 2021, all students were plotted on PLAN2. Students progress is measured each term as growth for learning improvement against PLAN2.</p> <p>We have had a drop in our attendance rate, to 86.5%, though majority of our students hold attendance rates of 93% or above.</p> |
| <p>100% of students have a Personalised Learning Pathway (PLP) or Personalised Learning & Support Plan (PLSP) addressing student learning goals.</p> | <p>By the end of term 1 2021, 100% of students have a Personalised Learning Pathway (PLP) and/or a Personalised Learning and Support Plan (PLSP) that monitors student improvement and is updated each term.</p> <p>Evaluation of the assessment schedule was completed in 2021.</p> |

Evaluate whole school assessment processes.

Staff meetings are used to build staff capacity in data literacy/analysis.



Robotics Lesson

Strategic Direction 2: Evidenced-Based Teaching and Leadership

Purpose

The school uses research, evidenced-based teaching & learning strategies and innovative thinking in designing and implementing school planning that successfully delivers ongoing, measured improvement in student progress and achievement.

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.

- Evidence-based Wellbeing
- Science, Technology, Engineering, Arts, Maths (STEAM)

Resources allocated to this strategic direction

Low level adjustment for disability: \$6,500.00

Socio-economic background: \$13,576.00

School support allocation (principal support): \$13,605.00

Professional learning: \$2,100.00

Summary of progress

During term 1, staff attended a shared planning meeting of the Moree STEAM Network. Processes were implemented for a shared program to be implemented across the network each semester. In Semester 1, the shared project focused on Film making. Semester 2 project, was using Minecraft to design sustainable gardens and food production systems.

At the beginning of Term 2, staff attended PL in Positive Behaviour for Learning (PB4L) and Project-based Learning (ProBL), led by the DoE curriculum team. This supported a shared dialogue when participating in shared programming and to build capacity within and beyond our school. All programming is centred around the implementation of STEAM and PB4L and is used across the school.

With the new direction of wellbeing and behaviour supports implemented this year, the loss of our PB4L coach has required us to find other ways to design and implement PB4L across the school. This year the focus was on training new staff, next year we will look to the ongoing development of visuals around the school to support expectations.

11 out of 14 families submitted tick responses with some additional written feedback addressing what we did well during COVID Lockdown and areas we can improve in relation to the school vales. Our Alternative survey is endorsed by DEL and will be used yearly till 2024 for evaluation. Student surveys match parent feedback in surveys.

Improvement outcomes included:

- Teachers delivered updated teaching and learning programs that encompassed shared programming and organisation across schools. Programming involved the integration of STEAM, History and Geography into units of work. An evaluation will be run by partner schools to reflect on what worked well and why, what didn't work and why and what further support was needed.
- Document analysis of teaching programs demonstrate refinements to practice in the planning process, shared assessments and staff confidence to begin the Quality Teaching Rounds (QTR) process as a collective to provide lesson observations as a form of evidence to support ongoing teacher capacity building.
- Reflection on Student assessment data has gone from individual school expectations, to being collated in a central place and monitored regularly and consistently. Systems will need to be developed for this to occur., such as use of PAT tests or joint assessment tasks created with the unit of work.
- A Scope & Sequence document has been created detailing biannual shared project themes utilising resources partner schools have in schools currently to support student learning.

Next year, in this strategic direction, **we**

will:

- Ensure all new staff are trained in PB4L and ProBL to support ongoing shared dialogue, planning and programming
- Create units of work based on the targeted biannual STEAM themes as per Scope & Sequence document.
- Create a spreadsheet to track Tell Them From Me (TTFM) alternate results to inform school wellbeing targets.
- Implement lesson observations across school by using the QTR framework.
- Design and implement visuals supporting PB4L expectations in the school.

Additional funds were expended to cover staffing, professional learning costs and staffing funding was allocated to support 'Music as Therapy' programs and 'Life Skills' programs within the school. These programs provide career guidance, wellbeing and lifelong skill development for students.

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 |
|---|---|
| <p>Evaluate current school wellbeing systems and monitoring processes.</p> <p>Teaching Principal & Classroom Teacher access PL in Tier 1 systems.</p> <p>TTFM student wellbeing data is between 93% and 95% in the three areas. Alternate survey method is trialed.</p> | <p>During semester 1, 50% of staff have completed Positive Behaviour for Learning PL to support school improvement. Tell Them For Me surveys In 100% of submitted alternative surveys (12), families were informed of school processes, teachers used consistency in dealing with student behaviour and that expected behaviours are explicitly taught at school.</p> |
| <p>Project-Based Learning (ProBL) (STEAM)</p> <p>50% of staff have Professional learning in Project-based learning</p> <p>A 2-year cycle of STEAM units is discussed and 2 units agreed upon and programming has begun on 1 shared unit of work.</p> <p>Life Skill programs are trialed to build capacity and sustainability of the skills focused on.</p> | <p>Only 25% of staff have completed Project-based Learning PL due to no access to PL. A 2-year cycle and scope & sequence has been developed with Moree STEAM network having meetings each term to discuss shared programming.</p> <p>Life skills programs are written and are being trialed. Each program will be shared by staff to make improvements.</p> |



Cooking up a storm for lunch during Lifeskills.

Strategic Direction 3: Strong partnerships through enhanced school processes

Purpose

Whole school and inter-school relationships use embedded and explicit processes that facilitate collaboration, modelling, classroom observations and sharing of expertise to drive ongoing improvement in teaching practice and student results.

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.

- Collaborative Practice

Resources allocated to this strategic direction

QTSS release: \$3,924.00

Summary of progress

This year the effects of COVID have reduced our ability to work collaboratively beyond our school. Due to restrictions around inter-school events and numbers of staff at meetings we have achieved little toward this strategic direction. All the progress measures for this year will be carried forward to 2022.

Agreed PDP process was implemented. School based mid-year reflection was used and lesson observations were conducted in semester 1. Staff participation in the ISM project used lesson obs via laptop to measure fidelity of implementation, but only for some staff. Barwon CoSSS meeting times have been used for ISM implementation so further evaluation of the PDP process has not been possible.

Staff role statements have been written with the implementation beginning in 2022 and the evaluation at the conclusion of 2022. New staff will be asked to include any other points they feel the statements are missing to ensure a wide selection of staff have had input.

Student leadership program is still in draft form. Students were able to attend the GRIP leadership conference. The Student Leadership Program will be centered around similar processes as the GRIP conference for consistency. Student feedback indicates that all student enjoy the conference and the skills it develops.

Professional learning to support other school programs and shared projects was provided in Minecraft, Project-based learning, ozobots and spheros. Professional Learning in the new syllabus documents will be sought in 2022.

Staff funding allocations was spent implementing and evaluating the ISM project that supported Strategic Direction 1. Professional Learning has all been centered around the ongoing data skills and use aspects of our School Improvement Plan (SIP), and the lack of staff has made it impossible to get casuals to cover classes to conduct lesson observations. Moving forward we will gauge staff confidence to do lesson observations via computer/laptop so that the implementation of teacher capacity building can continue regardless of staffing access.

With all small schools participating in the ISM project, no progress has been made towards evaluating the Professional Development Plan (PDP) process beyond our school. As a staff we will continue to use this document, supported by our short and long lesson ob forms, mid-year reflection form and PDPs with goals set by staff based on PL needs and teacher capacity building.

Funding was used for staff to attend Barwon Community of Small Schools (CoSS) meetings, release to attend and professional learning provided by curriculum staff and the Barwon network.

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 |
|---|--|
| Evaluate agreed PDP process, document is signed off by Barwon | All staff participated and implemented the new agreed PDP process. |

| | |
|---|---|
| <p>Community of Small Schools.</p> <p>Croppa Creek PS, North Star PS and Gravesend PS participate in shared lesson observations, programming evaluation and PDP tracking as a method to build staff capacity across the network.</p> <p>Staff role statements include areas of responsibility, especially data collection. Community engagement with the school is tracked in a planned and strategic way.</p> <p>Student leadership program is designed and used during SRC meetings to build student leadership capacity. Feedback is provided to make improvements.</p> <p>Professional Learning in areas of school future focused direction are provided over the next 4 years- Science syllabus, Ozobots, Minecraft.</p> | <p>Community of schools was unable to meet for across school lesson observations in 2021. Initiative planned for 2022.</p> <p>Staff role statements and data responsibilities were completed in 2021.</p> <p>Student Leadership program has been postponed to 2022.</p> |
| <p>Teaching staff regularly attend Barwon Small Schools meetings to build learning alliances. Relationships are in place to support STEAM in the network. Across school practices are being developed.</p> | <p>Capacity building across schools was not possible due to COVID restrictions. Staff will participate in QTR training beginning term 1 2022 to start capacity building across schools using an agreed framework.</p> |



Shared STEAM Project produce is growing strong, just like our students.

| Funding sources | Impact achieved this year |
|---|---|
| <p>Socio-economic background</p> <p>\$21,793.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gravesend 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"> • Science, Technology, Engineering, Arts, Maths (STEAM) • Data informed practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • STEAM and across school shared projects • Life Skills- learning that address life long skills such as growing vegetables, sewing, leather work and cooking. • Additional staff funding to participate in professional learning. <p>The allocation of this funding has resulted in: Students continuing to build on life long learning of skills that will assist them beyond school years. The additional staffing costs have covered an SLSO to work closely with students and continue positive relationship development through school programs and high levels of engagement. Programs include: Life Skills, STEAM and Music as Therapy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our extra-curricular learning programs and integration of STEAM have increased student and community engagement. This successful outcome has also provided us opportunities to collaborate across schools. This strategy will be ongoing. We will continue to develop our across school collaborations and build further shared processes after learning from home developments.</p> |
| <p>Aboriginal background</p> <p>\$5,149.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gravesend 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"> • 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 support literacy and numeracy programs • Implementation of NAIDOC Day Celebrations and activities that engage the community and are led by our Aboriginal students (student leadership opportunities) <p>The allocation of this funding has resulted in: Students and community engagement in NAIDOC celebrations at the school. Students chose traditional or art related activities to do as the whole school shared a day about Aboriginal culture. Morning Tea and a special NAIDOC cake was shared by the whole community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to make links to share Aboriginal culture beyond the school and reduce dependency on individuals. Continue to use student feedback to improve NAIDOC celebrations.</p> |
| | |

| | |
|---|--|
| <p>Low level adjustment for disability</p> <p>\$28,924.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Gravesend 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"> • Data informed practice • Science, Technology, Engineering, Arts, Maths (STEAM) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Consistent support for infants students who access Learning and Support staff (expanded form 1 day/week to 3 days/week). Implementation of our OPEN Classrooms each term to provide an opportunity for community to come and speak with staff to address learning needs, concerns or to celebrate their child's efforts. This also provides an opportunity for relationship development to continue developing the home to school links for improved student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward OPEN classrooms will link to a school assembly and a meet the teacher session will be held in term 1 at the earliest possible school assembly. This will assist to build school to home relationships and provide an opportunity for families to meet new staff. This event responds to parent feedback and will be evaluated in 2022.</p> |
| <p>Location</p> <p>\$13,583.00</p> | <p>The location funding allocation is provided to Gravesend 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"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement • Additional staffing to assist with Learning and Support Programs and delivery. <p>The allocation of this funding has resulted in: All students having the option to attend all school excursions. All students attending incursions as part of regular class lessons and the purchase of additional robotics to allow for a more strategic technology transition from year 2 to year 3. Additional staffing provided extra support to students with learning gaps in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be used to bridge any financial gap within our school to ensure that all students have the same opportunities.</p> |
| <p>Literacy and numeracy</p> <p>\$4,505.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gravesend Public School from Kindergarten to Year 6.</p> |

| | |
|--|---|
| <p>Literacy and numeracy</p> <p>\$4,505.00</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"> • Data informed practice <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 (Soundwaves & Mathletics) • staff training and support in literacy and numeracy, also the casual cover for staff to participate in the ISM project. <p>The allocation of this funding has resulted in: Higher students engagement in spelling and maths due to the introduction of the online program to support explicit teaching in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this subscription purchase to ensure continuity for students and to embed the online programs into Teaching and Learning programs from K-6.</p> |
| <p>QTSS release</p> <p>\$3,924.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gravesend 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum through additional release time <p>The allocation of this funding has resulted in: Staff developing capacity to implement all school programs effectively and to participate in additional professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to the busy nature of a small school that tries to provide the same opportunities as a big school, this funding use will continue, as it supports teachers to provide additional learning opportunities for our students.</p> |
| <p>COVID ILSP</p> <p>\$15,732.00</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"> • 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 as part of our learning and support programs. <p>The allocation of this funding has resulted in: Students who demonstrated regression during the impacts of COVID were able to receive additional learning and support time to revise concepts and to build further on concepts currently being taught in school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> |

COVID ILSP

\$15,732.00

Small group tuition will be the strategy used for learning and support moving forward when targeting students learning needs from years 1-6.



Having fun in the sun, learning about the life cycle of a Pecan Nut.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 25 | 15 | 9 | 7 |
| Girls | 16 | 14 | 14 | 14 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 96.8 | 88 | 86.2 | 83.5 |
| 1 | 97.5 | 97.9 | 87 | 95.5 |
| 2 | 95.9 | 91.3 | 91.3 | 89.6 |
| 3 | 96.2 | 96.1 | 94.8 | 93.3 |
| 4 | 94.5 | 92.6 | 96.3 | 95.5 |
| 5 | 95.9 | 97 | 95.7 | 96.6 |
| 6 | 95.7 | 91.8 | 96.1 | 95.9 |
| All Years | 96.1 | 93.1 | 92.8 | 91.9 |
| 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.



Students presenting at Gravesend ANZAC Day Ceremony



Fairies are REAL! Celebrating Creativity.



Gravesend Public School 2068 (2021)

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 1.67 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.9 |

*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.



The Bush Tucker Track is starting to take shape!

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 | 23,865 |
| Revenue | 689,325 |
| Appropriation | 667,413 |
| Sale of Goods and Services | 2,950 |
| Grants and contributions | 18,129 |
| Investment income | 33 |
| Other revenue | 800 |
| Expenses | -638,585 |
| Employee related | -504,608 |
| Operating expenses | -133,977 |
| Surplus / deficit for the year | 50,739 |
| Closing Balance | 74,604 |

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.



Our weekly Values Awards

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 | 0 |
| Equity Total | 55,848 |
| Equity - Aboriginal | 5,149 |
| Equity - Socio-economic | 21,822 |
| Equity - Language | 0 |
| Equity - Disability | 28,877 |
| Base Total | 552,878 |
| Base - Per Capita | 5,670 |
| Base - Location | 13,583 |
| Base - Other | 533,625 |
| Other Total | 39,918 |
| Grand Total | 648,644 |

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.



Produce from our garden, shared with families during Harvest.

Parent/caregiver, student, teacher satisfaction

In 2021, parents, staff and students were surveyed, seeking feedback to guide school programs that meet school and community needs. Surveys included our Annual Feedback Survey, TTFM adapted survey and our school PB4L survey. Additionally, during lockdowns, phone calls and informal contact provided regular feedback from families about our learning programs and the other school programs we were running whilst learning from home.

The principal meets with the Student Representative Council (SRC), provides student voice about school programs, each semester to gain insight and feedback on school programs and choices for the next year, what works well and we want to continue or what are some alternatives we could research. This provides staff with check points on our identified areas for development and continues to support our data informed practice. Through a process of student, staff and community voice we established and continued a number of programs within the school to meet identified needs and review them each year.

Of the 12 families who submitted surveys, 100% felt that the school provides information about whats happening at our school and keeps families informed.

100% of students and families know the school values, feel we are clear about behaviour expectations and understand how behaviour is dealt with at school.

In 100% of submitted surveys, families felt informed and aware of school processes, teachers sued consistency in dealing with student behaviour and that expected behaviours are explicitly taught at school.

Comments from our annual surveys about what we do well included:

Excellent caring and nurturing environment where everyone feels welcome.

Highly resourced schools that provides additional opportunities for students such as, PSSA sport, gardening and cooking, life skills program, coding, art competitions.

Personal attention, one on one learning and extra effort of staff.

Excellent communication and development of relationships.

Areas for improvement include:

- Consistency of information delivery, email or Facebook. Give clear purpose to our communication channels
- Improved resources such as, re-level the play oval and more library books for teens girls.
- Providing copies of the Parent Handbook more regularly and ensuring it is up to date more than once per year.



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.



Yummy Johnny Cakes as part of our NAIDOC Workshops.