

2021 Annual Report

Griffith North Public School



4027

Introduction

The Annual Report for 2021 is provided to the community of Griffith North Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Griffith North Public School aims to develop inquiring, knowledgeable and considerate students with a passion for lifelong learning. Students will be empowered to become positive and resilient participants in school and society.

School context

Griffith North Public School (GNPS) has an enrolment of 442 students, along with students from the Early Learning Support Class (ELSC). There are 19 classes from Kindergarten to Year 6. There are 26 nationalities and 13% of our school population are Aboriginal students.

GNPS enjoys a reputation as a high achieving school where strong emphasis is placed on literacy and numeracy. Children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. GNPS is a Positive Behaviour for Learning (PBL) school and our values are care, respect and responsibility. GNPS is a member of the Griffith Community of Schools (GCoS).

A contextual situational analysis was conducted to inform the development of the plan with key focus areas of developing staff capabilities, data-driven practices, collaboration and student engagement being identified.

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

Our staff continually participate in varied professional learning opportunities and implement an array of programs to support and enhance student outcomes and wellbeing.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework 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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that all teachers know their students and understand how they learn. This provides clear direction and enables differentiated teaching and learning, so that all students can achieve personal growth and attainment. We do this to ensure our students are challenged, that adjustments lead to improved learning and that we meet the needs of our individual learners.

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 Driven Practices
- Differentiation

Resources allocated to this strategic direction

Literacy and numeracy: \$2,000.00
Professional learning: \$5,000.00
Per capita: \$100,802.00
Socio-economic background: \$156,965.00
Low level adjustment for disability: \$183,919.00
Aboriginal background: \$71,317.00
English language proficiency: \$50,282.00
Literacy and numeracy intervention: \$82,406.00
Integration funding support: \$169,559.00

Summary of progress

Data Driven Practices

The focus of the school in 2021 (particularly in Terms 3 and 4) was to ensure all staff completed professional learning (PL) using the SCOUT (departmental platform) to ensure they began to build their knowledge of assessment data and look more at analysing student data. Additionally there was a focus on building staff capacity to use PLAN2 (Plotting Literacy and Numeracy) to record student progress and design clear next steps in learning. The school had more success in training staff in SCOUT as it was directed professional learning and there was specific relevance to students within the school on both an aggregate and granular level. The enablers included a clear scheduling of staff meetings to allow staff time to complete the professional learning and additionally have time for collaborative discussions to help clarify the learning. PL was done in stage groups which added value to the collaborative discussions. There were interruptions to the continuity of learning for both staff and students and it was difficult to maintain a focus on both learning and implementing the use of PLAN 2 to support planning and programming. Additionally, other mandatory training and our focus on supporting the wellbeing of students and staff needed specific time as well, due to the difficult circumstances of the ongoing interruptions. From using SCOUT, staff have a deeper understanding of the reasons we use data to inform our teaching and the trends across the school. This was evident particularly in student writing through drilling down to identify specific problems of practice. The use of whole school data also built the capacity of staff to understand the school's future directions in learning. At this time there is still additional work for staff to consider using other data to triangulate so as to build a clear picture of where to next for both the students and the school.

In 2022 in this initiative, we will continue to focus on using the data not just collecting the data. This will help to differentiate the learning for staff to be able to successfully and confidently analyse a range of student data from both internal and external sources. Additionally we will utilise the Assistant Principal Curriculum and Instruction (APC&I) to lead PLAN 2 within the school through whole school, stage and individual professional learning. Further work on using digital PAT (Progressive Achievement Testing) testing that provides an alternate source of student progress and achievement will complement the focus on using SCOUT and PLAN 2.

Differentiation

In 2021 we had training from the Teacher Quality Advisor and Curriculum Advisor who provided professional learning around differentiation for the teaching staff. They delivered two courses to the whole staff and the QTSS (Quality Teacher Success Students) teacher delivered professional learning for teachers from K- Year 4 (Term 4). This PL took

place during both Terms 1 and 2, with the departmental staff and was followed by internal professional learning across the remainder of the year. One of the interesting learning points was that the external professional learning helped the staff realise and understand the high level of differentiation that was already occurring within the school. The refresher professional course, delivered internally, further enhanced the school's approach to differentiation which was to involve parents within the process to ensure a more robust approach. Staff were provided with additional release from class to engage in the internal professional learning with needs-based funding providing this opportunity. The external training, whilst engaging, required further differentiating to meet the staff's level of experience and expertise in this area. The staff were hoping to have had more opportunities for parents to engage in the process however, the continued interruption to the continuity of professional learning and parent access to the school, made this part of the initiative difficult to make happen. The focus on differentiation was supported through the employment of additional staff and again highlighted the importance of focusing on individual student learning needs.

In 2022, in this initiative we will continue to employ additional staff (through needs-based funding) as it provides crucial support for individual students so as to meet their learning needs. One significant change will be removing differentiation as an initiative within this strategic direction, as our learning across the year indicated our expertise in this area already. Subsequently differentiation will continue to be an integral part of all classrooms.

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
3.5% improvement in the students achieving in the top two bands for NAPLAN reading from the baseline of 38.6%	<ul style="list-style-type: none"> The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased to 54.68% indicating achievement of the lower bound target.
3.5% improvement in the students achieving in the top two bands for NAPLAN numeracy from the baseline of 24.83%.	<ul style="list-style-type: none"> The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased to 32.12% indicating achievement of the lower bound target.

Strategic Direction 2: Teaching Excellence

Purpose

Our purpose is to ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. If our staff are committed to refining explicit teaching techniques, we will see achievement for all students. Evidence-based teaching methods will ensure learning progress is optimised for all students across a range of abilities.

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.

- Effective Classroom Practice (Explicit Teaching)
- Collaborative Practice and Feedback

Resources allocated to this strategic direction

Professional learning: \$19,757.40

QTSS release: \$84,227.00

Per capita: \$6,926.00

Summary of progress

Effective Classroom Practice (Explicit Teaching)

In 2021 the school provided several opportunities for professional learning focusing on aspects of effective classroom practice for all Staff focused on vocabulary and targeted professional learning for staff in InitialLit, and MacqLit which focused on a more explicit approach to teaching phonics. Additionally, all staff K-4, had training focused on phonological awareness to support the teaching of reading. The whole staff also had an introduction to the High Potential and Gifted Education (HPGE) Policy. Providing additional time for staff to work collaboratively during their training, and when implementing the professional learning, allowed staff to become more confident to begin to embed these explicit teaching programs into their planning and daily classroom practice. Initially the school had planned for all teachers from K -Year 6 to participate in phonological awareness training however, we found that it was necessary to allow more time for each stage to gain a deeper understanding of the program. As such, Stage 3 did not receive the training, and so will need to be prioritised in 2022. From the scope of professional learning provided, the school has seen the implementation of the InitialLit program into all the Kindergarten classes, MacqLit being implemented across Stage 2 and elements of the phonological awareness being implemented into classrooms. This has led to an explicit teaching of phonics growing across the school.

In 2022, in this initiative, we will continue with providing high impact professional learning to support explicit teaching and continue to monitor the phonological awareness professional learning and peer observations to ensure greater consistency of implementation across the school. The APC&I will lead professional learning around high impact professional learning with executive staff with a focus on writing. As an accelerated Adopter School implementing the new K-2 Syllabus, further professional learning will be done in supporting teachers with the implementation of this curriculum reform.

Collaborative Practice and Feedback

As part of this initiative in 2021, we looked at the effectiveness of the current Performance and Development Plan (PDP) process across the school focusing on teaching staff to ensure clarity and connectedness between the school plan and staff goals. We evaluated the current process and revisited the PDP Policy. The school ensured that the whole school goal and the stage goals were all related to the School Improvement Plan and that individual/personal goals were all focused on improving teacher quality. As an executive staff we developed a PDP flowchart, so all staff were aware of the processes involved and redesigned the teacher observation proforma to ensure direct links to the teaching standards when providing feedback to teaching staff members. A positive aspect of this initiative was changing the staff mindset from one of compliance to a focus on learning. Additionally, this focus resonated with staff, as the development of the PDP flowchart provided staff with a very clear overview and pathways of the processes and, more so, developed a deeper understanding of why PDPs support staff in improving their own teaching practice. As part of the overview we planned for executive staff to spend time individually with teaching staff, and focus on their progress through their PDP however, due to ongoing interruptions during this planning phase, and the challenges of securing casual teachers to release classroom teachers, this process was severely impacted upon. From this focus on the PDP process, we were expecting to see more explicit feedback between colleagues to promote teacher improvement and, for teachers to work collaboratively to identify experts within our staff whom they could learn from in identified areas. In evaluating this

initiative, the level of planned collaboration between staff happened to a far lesser degree and as such, further planning to ensure this happens in 2022 remains a clear focus.

In 2022, in this initiative we will need to review the policy and guidelines as the department has introduced a revised PDP Policy to support teachers through the reconfiguration of whole school processes and ensure we are aligned to any new adjustments to the policy or guidelines. Furthermore, with the appointment of the APC&I, the feedback and collaboration between staff will be an ongoing focus for this role, in looking at ways to enhance teacher practice. Next year we will also have staff beginning to investigate effective ways to provide feedback directly to students through a feedback audit and literature review.

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
3% improvement in the students achieving expected growth in NAPLAN reading from the baseline of 55.54%	<ul style="list-style-type: none">• Percentage of students achieving expected growth in reading increased to 64.52% <i>indicating achievement of the system-negotiated lower bound target.</i>
2.5% improvement in the students achieving expected growth in NAPLAN numeracy from the baseline of 58.5%	<ul style="list-style-type: none">• Percentage of students achieving expected growth in numeracy decreased to 54.84%.

Strategic Direction 3: Continuous Improvement for Excellence

Purpose

Our purpose is to create a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

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 Expectations For All

Resources allocated to this strategic direction

Professional learning: \$10,500.00

School support allocation (principal support): \$24,961.00

Summary of progress

During 2021 we had a strong focus on increasing high expectations for staff and students through supporting their wellbeing and providing professional learning for staff in Trauma Informed Practice (delivered by departmental staff). Additionally as part of the wellbeing focus, 12 teachers trained in PAX Good Behaviour Games, which was then implemented into their classrooms. Other external presenters provided further professional learning for staff particularly around developing strategies for their own wellbeing. There was also a focus in this initiative on improving student attendance and building the capacity of all staff to use attendance data, through SCOUT, to understand patterns and trends in students' attendance. This focus included professional learning for staff utilising departmental resources such as Attendance Matters. There was a review of school attendance procedures and some small adjustments particularly focusing on communication with parents through using SMS. The implementation of daily absence SMS to parents and carers has been very successful with the majority of parents and carers responding quickly. This initiative will continue to support the Assistant Principal Wellbeing position, which the school funds. One positive aspect of the initiative was having all K-3 staff trained in PAX. This provided consistency for students to support expectations and rules, which supported the decrease in negative behaviours. This was enabled through the use of professional learning funds and will continue for new K-2 staff in 2022. A barrier for this particular initiative was the challenges that learning from home for students presented and the lost momentum of attendance strategies that had been put in place to support students. Additionally, there were many challenges with students returning to school and as such, student wellbeing became the greater focus rather than just attendance.

In 2022, staff will be required to complete Trauma Informed Practice professional learning, which was held up with interruptions from last year. Further PAX training will be provided to any new staff into the K-2 stages. The focus on attendance will continue with close monitoring of students' trends and patterns and this will be coupled with further review and alteration to whole school processes and procedures to ensure consistency.

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
Increase the number of students attending school 90% of the time or more. 2.5% uplift in the whole school attendance rate.	• The number of students attending greater than 90% of the time is 73.2%
Increase in the number of students responding positively in the Tell Them From Me (TTFM) surveys (sense of belonging, advocacy, high expectations).	• Tell Them From Me data shows student responding positively to wellbeing was 86.3%

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,289.15</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 additional staff for targeted student support. <p>The allocation of this funding has resulted in:</p> <p>*the individual support allowed for students to gain more confidence within the school environment.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to continue to provide individual support to students.</p> <p>* to continue to employ additional staff to support students.</p>
<p>Integration funding support</p> <p>\$169,559.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Griffith North 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"> • Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • employment of staff to provide additional support for students who have high-level learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). <p>The allocation of this funding has resulted in:</p> <p>* all eligible students demonstrating progress towards their personalised learning goals.</p> <p>* all ILPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address each student's support needs.</p> <p>* to continue to employ additional staff to support identified students with additional needs.</p>
<p>Socio-economic background</p> <p>\$157,543.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Griffith North 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"> • Differentiation

<p>Socio-economic background</p> <p>\$157,543.53</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"> • Employ an extra classroom teacher to reduce the numbers within classes and to allow for a better teacher /student ratio. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * smaller class sizes with increased 1 -1 explicit teaching opportunities. * individualised negotiated learning goals with students K-6. * an increase of students receiving at or above expected growth in NAPLAN * the percentage of students attaining the top two bands in NAPLAN increasing for both reading and numeracy. * a significant decrease in the percentage of students in the two lower bands in both reading and numeracy. Reading has decreased from 14% to 7% and numeracy has decreased from 22% to 9%. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to employ additional teachers to reduce class student/teacher ratios.
<p>Aboriginal background</p> <p>\$75,421.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Griffith North 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"> • Differentiation • 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 specialist additional staff (AEO) to support Aboriginal students. • employment of additional staff to deliver personalised support for Aboriginal students. • purchase of resources to support Aboriginal Education within the school. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Personalised learning plans written and implemented in conjunction with students and parents for all Aboriginal students. * an increased number of Aboriginal students meeting their PLP goals. * the school is above state for both reading and numeracy in Yrs 3 & 5 for Aboriginal students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue to employ an AEO and classroom teacher to support Aboriginal students to meet the goals of their PLPs. * to continue to develop opportunities to strengthen the connection between the school and parents of Aboriginal students.
<p>English language proficiency</p> <p>\$50,282.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Griffith North 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$50,282.00</p>	<p>differentiation initiatives.</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs. <p>The allocation of this funding has resulted in:</p> <p>*EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>*to continue to employ additional teachers to supports EAL/D students who are beginning and emerging on the EAL/D progressions.</p> <p>*to provided teachers with professional learning around EAL/D, for students who are developing and consolidating, to support students in classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$183,919.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Griffith North 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teachers. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in:</p> <p>* an increase of students receiving at or above expected growth in NAPLAN.</p> <p>* the school achieved a more consistent approach to student learning support and interventions with an increased number of learning and support referrals.</p> <p>* an increase of students receiving at or above expected growth in NAPLAN.</p> <p>* a significant decrease in the percentage of students in the two lower bands in both reading and numeracy. Reading has decreased from 14% to 7% and numeracy has decreased from 22% to 9%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to continue providing targeted support for students.</p> <p>* the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$56,000.00</p>	<p>The location funding allocation is provided to Griffith North 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. • technology resources to increase student engagement. • student assistance to support excursions. <p>The allocation of this funding has resulted in:</p> <p>*student technology resources have increased student engagement.</p> <p>*student technology resources have reduced the ratio of laptops to 1 laptop to 4 students across the school.</p> <p>* increased opportunities for all students to participate in school activities such as excursions.</p>

<p>Location</p> <p>\$56,000.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> *to continue to purchasing technology resources to increase student engagement and equality in access. *to continue to subsidise school activities, to allow for more students to participate and to reduce the travel cost for overnight excursions.
<p>Literacy and numeracy</p> <p>\$15,782.79</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Griffith North 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"> • Data Driven Practices • 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 an additional Learning and Support intervention teacher. • targeted professional learning to improve literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the percentage of students attaining the top two bands in NAPLAN increasing for both reading and numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will no longer receive these funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$84,227.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Griffith North 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"> • Effective Classroom Practice (Explicit Teaching) <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. • assistant principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved staff confidence and teaching practice. * teachers are embedding evidence-based, high impact teaching strategies within their classrooms. * teachers differentiating lessons with more confidence. * teachers collaborating to understand explicit teaching and implement improved teaching practices. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to release staff to work with the Assistant Principal Curriculum and Instruction on improving literacy and numeracy teaching practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Griffith North 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"> • Differentiation

<p>Literacy and numeracy intervention</p> <p>\$82,406.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaS teachers to address the identified needs for students who require additional support in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * a significant decrease in the percentage of students in the two lower bands in both reading and numeracy. Reading has decreased from 14% to 7% and numeracy has decreased from 22% to 9%. * year 3 and 5 students achieved above state and similar schools in NAPLAN reading. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will no longer receive these funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$192,732.96</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. • providing targeted, explicit instruction for student groups in literacy/numeracy, MiniLit and MacqLit. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *the majority of the students in the program achieving significant progress towards their personal learning goals. *NAPLAN results showing more students achieving top two bands in reading and numeracy and less in the middle bands and bottom two bands. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. * to continue to employ additional staff to support identified students with additional learning needs in Literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	190	209	219	221
Girls	202	216	218	211

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	90.5	92.8	91.2
1	90.9	92.4	91.6	90.6
2	93.5	92.1	95.2	91.1
3	92.2	93.5	92.4	92.6
4	94.3	92.4	94.2	92.9
5	94.8	93.1	91.9	91.2
6	89.7	93	93.6	90.3
All Years	92.8	92.4	93.3	91.4
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
Assistant Principal(s)	5
Classroom Teacher(s)	17.31
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.84
Other Positions	0.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	336,973
Revenue	5,059,425
Appropriation	4,968,349
Grants and contributions	87,866
Investment income	428
Other revenue	2,782
Expenses	-4,954,657
Employee related	-4,511,239
Operating expenses	-443,418
Surplus / deficit for the year	104,768
Closing Balance	441,741

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	171,848
Equity Total	463,063
Equity - Aboriginal	71,317
Equity - Socio-economic	157,544
Equity - Language	50,282
Equity - Disability	183,920
Base Total	3,424,437
Base - Per Capita	107,728
Base - Location	56,218
Base - Other	3,260,492
Other Total	642,053
Grand Total	4,701,401

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

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents, teachers and students from Years 4 to 6, were asked to complete the online 'Tell Them From Me' surveys about aspects of the school.

Parent Responses

Thirty-three parents completed the 'Tell Them From Me Survey' and the following responses were received:

- the majority of parents felt welcomed at GNPS, however some felt the parent activities were scheduled when they could not attend;
- most parents felt that student reports were easy to understand;
- most of the parents felt informed about their child, especially regarding their child's behaviour and any concerns the teachers had however, some felt they were not informed about opportunities concerning their child's future and their social and emotional development;
- 91% of parents would recommend GNPS to other parents;
- most parents supported learning at home, and some felt they needed to spend more time discussing how important school work is;
- on average the majority of parents spend less than 30 minutes helping their child with home learning and students spend less than 30 minutes on home learning per week;
- the majority of parents felt learning was supported by GNPS, with teachers showing an interest in their child's learning;
- the majority of parents felt that their child was encouraged to do their best work at GNPS;
- the majority of parents supported the positive behaviour at GNPS and felt that their child was clear about the rules for appropriate behaviour at school;
- the majority of parents felt that GNPS was a safe environment for their child and that the school helps to prevent bullying; and
- most parents felt that there was inclusion at GNPS and that teachers helped students who need extra support and helped students to develop positive friendships.

Teacher Responses

Nineteen teachers responded to the 'Tell Them From Me Survey'. The 'Tell Them from Me Survey' was divided up into the Eight Drivers of Student learning, the Four Dimensions of Classroom and School Practices and some Department of Education Custom questions. The Eight Drivers of Student Learning were given an average score out of ten. The following results were seen;

- Leadership -7.5
- Collaboration - 8.0
- Learning Culture -7.9
- Data Informed Practice - 8.0
- Teaching Strategies - 8.0
- Technology -7.0
- Inclusive School - 8.1
- Parental Involvement - 6.9

The Four Dimensions of Classroom and School Practices were given an average score out of ten. The following are the scores;

- Challenging and Visible Goals -7.7
- Planned Learning Opportunities -7.8
- Quality Feedback -7.4
- Overcoming Obstacles in Learning -7.8

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

- 90% of teachers believed that school leaders are leading improvement and change at GNPS; and
- 90% of teachers felt that the school leaders clearly communicate their strategic vision and values for our school.

Student Responses

Students from Years 4, 5 and 6 participated in the 'Tell Them From Me Survey' twice during 2021. The first survey was held in March and the second was in September. The second in September was a shortened survey. 'The Tell Them From Me Survey' focused on Social and Emotional Outcomes and Drivers of Student Outcomes. The following are the responses from the Social and Emotional Outcomes;

- in March 71% of students played sport with an instructor at school and in September 78% did;
- in March 53% of students were involved in extracurricular activities and in September 53% were;

- in March 73% of students had positive relationships and in September 82% did;
- in March 93% of students stated that they valued school outcomes and in September 96% did;
- in March 55% of students stated that they have positive home learning behaviours and in September 46% did;
- in March 87% of students felt that they tried hard with their learning and in September 89% did;
- in March 73% of students stated that they had a high sense of belonging and in September 76% did;
- in March 90% of students believed they had positive behaviour at school and in September 91% of students did; and
- in March 73% of students were interested and motivated in their learning and in September 71% were.

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

- in March 78% of students felt that their learning was relevant and in September 79% did;
- in March 19% of students felt they had been bullied at school and in September 24% did;
- in March 85% of students felt teachers were responsive to their needs and in September 85% did;
- in March 73% of students felt there were clear rules and expectations for classroom behaviours and in September 72% did;
- in March 79% of students felt they had someone at school who consistently provided encouragement and in September 80% did;
- in March 75% of students felt classroom instruction was well organised, with a clear purpose and with appropriate and immediate feedback and in September 76% of students did;
- in March 81% of students felt that classroom learning was effective and in September 81% of students did; and
- in March 84% of students felt that teachers emphasised academic skills and held high expectations for students and in September 83% did.

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.