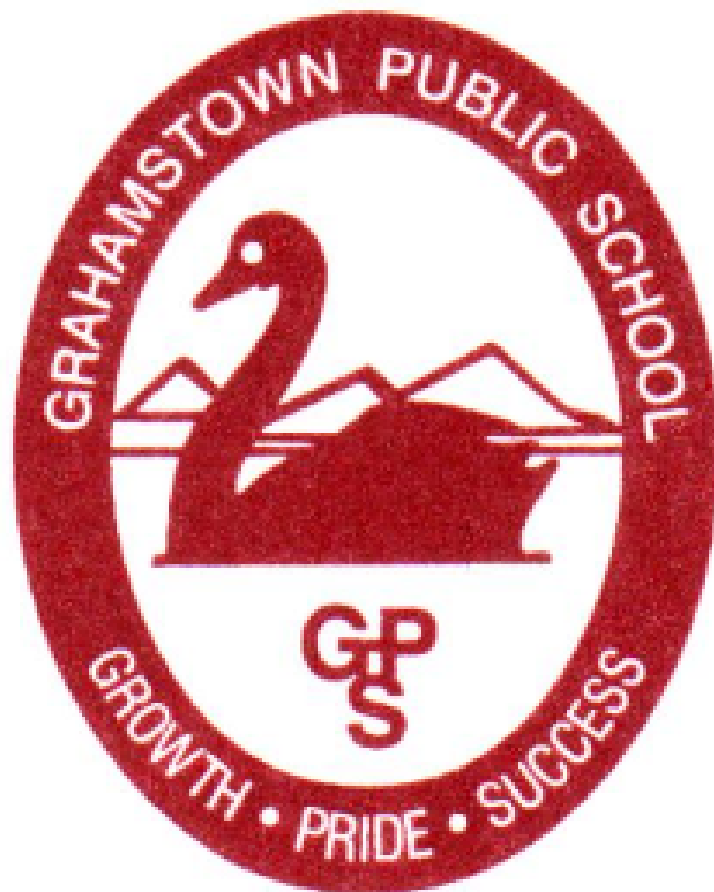


2021 Annual Report

Grahamstown Public School



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Introduction

The Annual Report for 2021 is provided to the community of Grahamstown 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

2021 was a year fraught with challenges for schools and their families. I'd like to thank our parents, for the support, patience and understanding that they showed the school during the many weeks of uncertainty and change. With their support, both during the many weeks of learning from home and also when we were at school, children have continued to thrive in their academic endeavours and learned to be flexible and resilient.

Here at Grahamstown, we are constantly trying to do better to improve outcomes for your children. We work tirelessly to give each child what they need, whether it be academic, emotional or social support. We use research based teaching practices and constantly evaluate what we do to ensure that we get it right.

The introduction of COVID Intensive Learning Support Funding this year meant that we were able to give support to over 100 students across the school, to ensure they were receiving support at their point of learning, to assist them to be the best they can be. This meant that we had 6 teachers across the school supporting class teachers to provide high quality differentiated learning opportunities and interventions to our students. Our younger students were also supported by our Speech Therapist who we employed to support the language development of students in their early years of schooling.

The establishment of our first Special Education class this year was a great asset for our families who have children with special needs. This class has operated beautifully and even though it has been a very disrupted year, the children have settled and are making great progress. We are very pleased that we will be establishing a second class next year for children in their early years of school who are diagnosed with Autism.

This year we also started Little Grahams - an initiative to improve transition to school for our children starting kindergarten in the following year. This program was run once a week from the start of Term 3. Although it was disrupted due to Covid, our new Kindergarten students will start the year with a better familiarity of our school and understanding of the expectations as they start their big school journey.

Results of NAPLAN Testing indicated that we have shown great improvements in student growth in both Reading and Numeracy, exceeding our targets. We are very proud of this and know that results in other areas will also improve.

We continued to work hard to ensure your students are taught by quality teachers. The staff have participated in professional learning in: Trauma Informed Practice, Visible Learning, Effective and researched based literacy strategies, including phonics and spelling, Child Protection, CPR and First Aid, Using Data to inform practice in Literacy and Numeracy, Language development and Teaching children with Autism. This robust professional learning ensures that teachers are constantly upskilling so they too can be the best teachers that they can be.

While it's been an extraordinarily challenging and different year, one thing hasn't changed and that is the professionalism and dedication of the wonderful staff here at Grahamstown. Each member of staff works to provide the best educational experience for our children. The way they are used to teaching has changed rapidly in the last two years, but they have shown determination and creativity as they continued to provide educational experiences and wellbeing support in both online platforms and at school. They go above and beyond on a daily basis, because in our eyes, they aren't just your

children, they are ours! We care for each and every one of them and we want them to be the very best that they can be.

Times for parents were difficult, but they continued to show understanding and gratitude as they supported their children and the school as we negotiated learning from home and the challenges it presented. They worked with us as we transitioned back into school with changing guidelines and ways of doing things and were tolerant and accepting of the necessary changes that were made.

I continue to be proud of this wonderful community who work together and support each other when times get tough. Here at Grahamstown Public School, we truly believe that only by working together can we teach our children to grow with pride, learn for life and strive to be the best that they can be.

Michele Winn

Principal

School vision

Grahamstown Public School - **where together we grow with pride, learn for life and strive to be the best that we can be!**

In this learning community we will:

- Acknowledge and develop the whole child in partnership with the wider school community.
- Develop respectful, responsible citizens who show pride in themselves and their community.
- Offer a supportive learning environment where education is valued and positive relationships are nurtured.
- Aspire to personal best through a community of high expectations in all dimensions of education.

School context

Grahamstown Public School is in the Port Stephens area and draws a majority of students from families with a low socio-economic background. There are currently 315 students from an increasingly diverse cultural heritage, including 61 Aboriginal students and 17 Defence Force family students. Grahamstown Public School currently operates 13 mainstream classes including one self funded boys class, and has 5 students enrolled in an MC class. We have a staff of over 45, including teaching, support and administrative staff, who are dedicated to achieving our vision. Our staff are well supported by a P&C committed to helping our school be the best it can be for their children. With a FOEI of 141, we need a strong focus on supporting students and their personal and academic development. Student well-being is endorsed through an active Learning Support Team, student leadership development, a staff dedicated to furthering wellbeing and strong communication between home and school. Our school works in partnership with community agencies such as The Smith Family, KU Steps To Starting School, Port Stephens Family Services and Wandiyali to provide ongoing wellbeing support to families and young children. In conjunction with our neighbouring Lakeside Learning Community Schools, we provide a quality education for the families of the Raymond Terrace community. Our school is situated on Worimi land and we have a strong partnership with the Yooyong Aboriginal Education Consultative Group who support us in developing our Aboriginal students, embedding Aboriginal perspectives into our practices and building knowledge of and respect for our Aboriginal heritage and culture. Educational engagement is supported through a well developed network of ICT equipment and quality practice embedded to supplement and support curriculum. Our School proudly offers a wide range of extra curricula activities to develop interest, skill and talent through sport, visual and performing arts and environmental projects. Grahamstown Public School works in collaboration with the entire community to support students to: grow with pride, learn for life and strive to be the best that they can be.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed teaching strategies and embedded evaluative practice.

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.

- Numeracy
- Reading

Resources allocated to this strategic direction

Professional learning: \$10,387.91
Literacy and numeracy: \$7,650.00
Socio-economic background: \$138,676.07
Early Action for Success (EaFS): \$171,513.60
Low level adjustment for disability: \$195,888.93
Literacy and numeracy intervention: \$47,089.00
Integration funding support: \$149,578.00
English language proficiency: \$2,400.00

Summary of progress

Reading

Our focus for 2021 was embedding whole school assessment processes and the use of data to inform the teaching of reading, using evidence-based teaching strategies around phonemic awareness, phonics and fluency.

Through formal professional learning sessions and collaborative team structures, teachers deepened their understanding of current research-based components of reading and connections between each of these components. Professional learning focused on the use of Visible Learning strategies in the teaching of reading occurred across the school. COVID restrictions significantly impacted upon the implementation of planned activities within this initiative.

System-based assessments have been implemented and used to identify student learning needs in Reading, although this practice needs to be broadened and embedded. The development of school based tracking systems for the collection and analysis of assessment data was a continued focus to inform differentiation of teaching and learning at student point of need. An increased focus on phonemic awareness and phonics is evident in teaching and learning programs in K-2 and this is supported by observations of classroom practice. Programs of intervention are based upon systematic phonics and phonemic awareness to support classroom practice and student achievement. There is evidence of Visible Learning strategies in classrooms and teaching learning programs, however this will need to be deepened and made more consistent across the school.

Next year in this initiative, we will work with staff to further deepen understanding of evidence based teaching and learning strategies in comprehension, fluency, phonemic awareness, phonics, as well as a broader range of assessment practices in order to identify and meet student learning needs as identified by data. An increased focus on the implementation of visible learning practices will support improved student learning outcomes in Reading.

Numeracy

Our focus for 2021 was embedding whole school assessment processes and the use of data to inform the teaching of Numeracy using evidenced based teaching strategies.

Through formal professional learning sessions and collaborative team structures, teachers deepened their understanding of current research-based components of numeracy and the use of data to inform teaching in Mathematics. Professional learning focused on the use of Visible Learning strategies in the teaching of numeracy occurred across the school. COVID restrictions significantly impacted upon the implementation of planned activities within this initiative.

System-based assessments have been implemented and used to identify student learning needs in Numeracy, although this practice needs to be broadened and embedded. The development of school based tracking systems for the

collection and analysis of assessment data was a continued focus to inform differentiation of teaching and learning at student point of need. Evidence of the use of prior knowledge and hands on, explicit teaching of numeracy is clear in observations of classroom practice and in teaching and learning programs. Interventions in numeracy are in place to support classroom teachers to meet student needs as identified by data.

In this initiative in 2022, we will continue to work with staff to further deepen understanding of evidence based practices in numeracy, as well as the broader range of assessment strategies in order to identify and meet student learning needs. An increased focus on the implementation of visible learning practices will support improved student learning outcomes in Numeracy..

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
Achievement of System negotiated target; NAPLAN Top 2 Bands Reading (3-5) - uplift of 4.% from baseline Aboriginal Students in Top 3 Bands in Reading (3-5) - uplift of 15% from baseline	<p>This year we saw an uplift of 1.54% from our baseline data in children achieving in the top 2 bands in Reading. While targets were not met, progress is being made.</p> <p>A downshift from baseline by 17.1% of Aboriginal students achieving in the top 3 NAPLAN bands in reading indicates that progress is yet to be seen toward the lower bound target.</p>
Achievement of System negotiated target; NAPLAN Top 2 Bands Numeracy (3-5) - uplift of 3.7% from baseline Aboriginal Students in Top 3 Bands in Numeracy (3-5) - uplift of 13.2% from baseline	<p>In 2021, we saw an uplift of 2.58% from our baseline data in children achieving in the top 2 bands in Numeracy. This indicates positive progress towards our targets.</p> <p>A downshift from baseline by 15.5% of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy indicates that progress is yet to be seen toward the lower bound target.</p>
Expected Growth - Reading - uplift of 8.9% from baseline Expected Growth - Numeracy - uplift of 10.3% from baseline	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading had an uplift of 16.19% and has exceeded the upper-bound system negotiated target</p> <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy had an uplift of 33.22% and has exceeded the upper-bound system negotiated target.</p>

Strategic Direction 2: Wellbeing

Purpose

Improving positive attendance patterns, strong wellbeing processes and classroom environments that support social and emotional wellbeing, connectedness and continuous progress for all, will ensure students and teachers meet their learning and personal potential and develop positive partnerships with each other, families and the 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.

- Social and Emotional Wellbeing
- Classroom Management
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$6,250.00

Socio-economic background: \$135,500.00

Integration funding support: \$14,000.00

Aboriginal background: \$88,443.00

Professional learning: \$15,000.00

Summary of progress

Social and Emotional Wellbeing

This year we looked closely at implementing consistent systems and put in place some innovative structures. We funded a boys class which consisted of a class of 15 boys in Stage 2 who had become disengaged in learning; we created a Transition to School program called 'Little Grahams' to support children starting school in the new year; we embedded PBL practices across the school and we provided intense playground support.

The Boys class was supported by a full time SLSO and focused on project based learning and social skills. As 60% of these boys were Aboriginal, they were heavily supported by an Aboriginal SLSO. The 'Little Grahams' Transition program began at the start of Term 3 so children had an extended transition to school experience. A program of intense playground support ensured students had a large variety of activities to meet their physical, emotional and social needs during breaks.

Our boys class was a significant success, with the boys showing an increase in engagement through their effort ranking in School Reports and this was reflected in their achievement improvements. Reports from parents indicated that the boys had an increased desire to come to school regularly. While students enjoyed having a variety of options for break time, there was no significant improvements in incident reporting through Sentral from the year before. This may have been impacted by Covid. The consistent language form PBL and Professional Learning provided scripts for teachers to use so that students were very clear about expectations across the school. Our Little Graham program was heavily impacted by Covid restrictions and wasn't able to run as often as we'd hoped.

The success of our boys class means that they boys will be integrated back into mainstream classes next year and the funding freed up to resource other supports in the area of wellbeing. Our Little Grahams program will be fully implemented from the start of Term 3 in 2022. Programs to support emotional and social wellbeing will continue to be high priorities as this is such an area of need.

Classroom Management

Professional Learning to build the capacity of teachers to successfully manage the behaviour of students in their classrooms was a major focus. We provided professional learning and support to staff around classroom management and Trauma Informed Practice, while ensuring that PBL expectations and language were consistent across the school.

All staff participated in Professional Learning with Ian Luscombe and two staff attended The Berry Street Model of Trauma Informed Practice. Staff were provided with ongoing support around strategies to support children with a trauma background and implementing the Ian Luscombe Behaveability model. The implementation of consistent practice and language of our PBL expectations was reviewed and discussed every 5 weeks in meetings, with adjustments made as a result of Sentral data.

Students responded well to consistent expectations and language and we began to see improvements in classroom behaviour and less interruptions to learning, however this was negatively impacted due to Covid Lockdowns. When students returned to school after an extended period of learning from home, they were unsettled and out of routine.

Further development around the use of high expectations and consistent language will continue to be a focus moving forward. Staff will revisit the Behaveability script, implementing the new Inclusive, Engaged and Respectful Schools Policy and developing a common language of learning, will be a focus for 2022

Attendance

While attendance rates of our students has been historically quite good and sitting above 90%, we only had 76% of our students attending over 90% of the time at the end of 2020. This year, we had a large focus on Attendance where positive attendance patterns were recognised and rewarded. We raised the importance of attending school on a regular basis in our community by launching an intense campaign of the importance of having "Every Student, Every day, All day, All the way" in an attempt to increase the time students are spending at school and to minimise the large amount of late arrivals and early leavers.

A committee, consisting of 5 staff was formed to develop an attendance plan and liaise with the Port Stephens Principal Network schools to improve attendance across our whole area. The committee drove the implementation of strategies across the school such as "the attendance cup", the use of the slogan and prize draws for those at school at 9am ready for learning. They also did regular messaging to parents about the importance to being at school all day, every day.

This effort, combined with regular meetings with the Home School Liaison Officer showed improvements in attendance rates in the first half of the year. This however was impacted in the second half of the year by our extended period of learning from home and the anxiety of parents around Covid risks in schools. Our attendance rated in Semester 2 dropped to 86% with only 55% of students attending school at or above 90% of the time.

The improvement of attendance rates, especially those attending 90% or more of the time, will continue to be a focus for 2022.

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
Achievement of System Negotiated Targets: To achieve an uplift of 2.57% of students attending $\geq 90\%$ To achieve an attendance rate of 95%	The attendance rate of our school is 86%. This was impacted by COVID. The number of students attending school greater than 90% of the time has decreased by 8.12%. This has been severely impacted by COVID.
As evidenced by the Tell Them From Me Survey To achieve an uplift of 10.05% of students reporting positive wellbeing. To achieve an uplift of 5% of students reporting a positive Learning Culture in their classrooms. To achieve an uplift of 5% of students reporting Effective Learning time. To achieve an uplift of 5% of Students reporting Positive Teacher-Student Relationships.	The percentage of students reporting positive wellbeing at school showed an uplift of 10.4% and is just below our upper bound target. The percentage of students reporting a positive learning culture in their classrooms shows an uplift of 14% which is above our target of 5%. The percentage of students reporting effective learning time in their classrooms shows an uplift of 5% which is on target. The percentage of students reporting positive Teacher-Student Relationships shows an uplift of 5% which is on target.

Strategic Direction 3: Whole School Processes and Practices

Purpose

To define and implement agreed processes, practices and partnerships based on effective communication and collaboration that embed a culture of accountability, high expectations and continuous improvement for all.

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.

- Collaboration
- Communication

Resources allocated to this strategic direction

QTSS release: \$58,862.00

Early Action for Success (EaFS): \$34,302.00

Socio-economic background: \$145,518.00

School support allocation (principal support): \$18,648.00

Summary of progress

Collaboration

Considering staff PDPs along with strategic directions and school targets, a Meeting Agenda Plan and Professional Learning Plan were developed. These plans focused on providing relevant researched based professional learning to improve literacy and numeracy outcomes for students and included a strong focus on Visible Learning. Assistant Principals (APs) worked in classrooms while teachers had their release from face to face teaching time, using this opportunity to get to know student needs and classroom structures and routines. Learning Support Team staff worked collaboratively with class teachers, APs and families to develop Personalised Learning and Support Plans (PLSP) for students with additional learning needs.

Professional Learning (PL) sessions took place as a whole staff, through weekly one hour PL meetings, and fortnightly in Stage groups through two-hour Quality Teaching, Outstanding Learning sessions (QTOL). During these sessions, staff analysed data from various areas of literacy and numeracy using student work samples and assessments. They identified areas for improvement and worked collaboratively to develop teaching and learning programs to address the identified needs and develop assessment strategies to track progress. These sessions were highly regarded by staff and data showed a positive impact of the collaborative practice on consistency of pedagogy and curriculum delivery used across the stages. Personalised Learning and Support was streamlined somewhat, but COVID restrictions halted the progress in this area.

In 2022 in this initiative, we will continue to work on systems and process that support collaboration across all areas of the school. We will continue to grow the effectiveness of QTOL sessions by strongly focusing on targeted areas in literacy and numeracy and building capacity around effective collaboration with parents and all stakeholders in the development of PLSPs.

Communication

Our focus for 2021 was to streamline our communication methods for both staff and our parent community. For within school communication, a Microsoft TEAM was developed through which all staff information, resources and organisation was disseminated. For communication with our school community, we utilised our school Facebook page and Class Dojo and employed a part time Media Liaison Coordinator to ensure communication to parents was timely and effective.

Our GPS TEAM continued to grow and was successful in ensuring all staff had access to information from any location. 99% of our parents were connected to Class Dojo and feedback from them indicated that they saw this as a valuable and effective way to communicate with their class teacher as well as whole school communications. Regular communication on our Facebook page and through DOJO meant that parents were well informed about upcoming events in a timely manner and that learning from home was successfully managed during COVID restrictions. Our data indicated that parents were very satisfied with our communications, especially during learning from home.

Next year in this initiative, we will continue to refine our systems and processes around communication, further streamlining our GPS TEAM and increasing our communication to parents to showcase learning.

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>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <ol style="list-style-type: none"> 1. Learning Culture to sustaining and Growing 2. Wellbeing to Sustaining and Growing 3. Assessment to Sustaining and Growing 4. Student Performance Measures to Sustaining and Growing <p>Teaching Domain</p> <ul style="list-style-type: none"> • Effective Classroom Practice to Excelling • Data Skills and Use to Excelling • Learning and Development to Excelling <p>Leading Domain</p> <ul style="list-style-type: none"> • Management Practices and Processes to Excelling 	<p>Our evidence supports the following achievements in the School Excellence Framework:</p> <p>Learning Domain</p> <p>Learning culture - Sustaining and Growing</p> <p>Wellbeing - Sustaining and Growing</p> <p>Assessment - Delivering</p> <p>Student Performance Measures - Delivering</p> <p>Teaching Domain</p> <p>Effective Classroom Practice - Sustaining and Growing</p> <p>Data Use and skills - Sustaining and Growing</p> <p>Learning and Development - Sustaining and Growing</p> <p>Leading management</p> <p>Management processes and practices - Sustaining and Growing</p>
<p>Achieve improvements in People Matter Survey in areas of:</p> <p>Communication and Change management - uptake of 10%</p> <p>Teamwork and Collaboration - uplift of 10%</p> <p>Wellbeing, Health and Safety - uplift of 7%</p>	<p>Our data shows an uptake of 33% in the area of Communication and Change Management, an uplift of 35% in Teamwork and Collaboration and no change in the area of Health and Safety. In the area of Wellbeing, our data showed a huge uplift of 57%.</p>
<p>Achieve improvements in data from Tell Them From Me Survey:</p> <p>Teachers:</p> <ol style="list-style-type: none"> 1. Collaboration - uplift of 5% 2. Data informs Practice - uplift of 5% <p>• Parents are Informed - uplift of 5%</p>	<p>We have had a downward shift from our baseline in Collaboration by 0.4 %</p> <p>There is no change from baseline data in teachers indicating that Data is used to inform teaching.</p> <p>We have had a decrease on the number of parents feel they are informed by 0.8%. WE believe this has been impacted by COVID.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$163,578.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grahamstown 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"> • Reading • Social and Emotional Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employ School Learning and Support Officers (SLSO) to support children in mainstream classes who have significant learning needs. • Provide SLSO support in an above establishment boys class. This class catered for 15 boys with targeted social, wellbeing and learning needs. <p>The allocation of this funding has resulted in: Students with additional learning, social and wellbeing needs were well supported in mainstream classrooms. Our data indicated that they had fewer negative incidents recorded and that they continued to make growth in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support in classrooms for all students who receive funding support to ensure they are able to access their learning and social networks and feel safe and valued at school.</p>
<p>Socio-economic background</p> <p>\$419,694.07</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grahamstown 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"> • Reading • Classroom Management • Collaboration • Communication • Social and Emotional Wellbeing • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Assistant Principal to coordinate Learning and Support across the school. • additional staffing to implement Boys Class to support identified students with additional needs. This class consisted of 15 boys who benefited from additional social, wellbeing and learning support. • employment of additional staff to support a Speech program implementation. • employment of additional staff to support the implementation of Little Grahams - a transition to School program • employing two part time learning and support teachers to support early intervention in the area of reading. • employment of additional staff to support SISA and QTOL program implementation. <p>The allocation of this funding has resulted in: Discussions with parents of students in the boys class and the students themselves, indicated that it was extremely successful. Their attendance improved and they reported increased sense of belonging. They were more engaged in their learning and became more able to discuss incidents and</p>

<p>Socio-economic background</p> <p>\$419,694.07</p>	<p>work through problems as they arose.</p> <p>Employment of the Speech Therapist enable screening to be done on all kindergarten children and referrals made for those in needs of further speech intervention. Small groups intervention was implemented to support the receptive and expressive language of children and teachers indicated improvements in children in class.</p> <p>While the implementation of Little Grahams was hampered by COVID restrictions, the program ensured that all children transitioning to school for 2022 were familiar with the school and that the school staff were able to develop relationships with them, making their start to kindergarten more effective.</p> <p>The Employment of Sport In Schools Australia meant that we were able to release teachers off class in stage groups on a fortnightly basis to work collaboratively in Quality Teaching, Outstanding Learning sessions with their Assistant Principals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Due to lack of space, the Boys Class cannot go ahead in 2022, however our boys from this class will be supported to return to mainstream classrooms.</p> <p>A speech Therapist will again be employed to start and finish the school year to enable screening of our new students and the set up of programs which will support their development in the areas of expressive and receptive language.</p> <p>Little Grahams will continue and the transition program will be strengthened. QTOL sessions were a highly effective way to have teachers collaborate on the analysis of data to inform practice, develop quality assessments and teaching and learning programs and build skills and knowledge around the new curriculum documents.</p>
<p>Aboriginal background</p> <p>\$88,443.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grahamstown 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"> • Social and Emotional Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employing an Aboriginal SLSO to support Aboriginal students and their families to develop and implement Learning pathways. • employing two Aboriginal SLSOs to support cultural education across the school. • Releasing an Assistant Principal from some classroom responsibilities to coordinate the wellbeing, learning and behavioural needs of our Aboriginal and Torres Strait Islander children and building relationships with their families. • employment of specialist additional staff (SLSO) to support Aboriginal students in Boys Class <p>The allocation of this funding has resulted in:</p> <p>All Aboriginal and Torres Strait Islander students had their learning pathways developed in consultation with their families. They regularly met with the SLSO to report on the progress of their goals and to spend time working towards achieving their goals.</p> <p>Our cultural awareness program continued to raise awareness of our Aboriginal Culture and heritage. Classrooms developed their own Acknowledgements to Country and began learning some basic Gathang language.</p> <p>Our data indicates that 80% of our Aboriginal students feel good about their culture and 87% believe that teachers have a good understanding their culture. The expected Growth of our Aboriginal students between Years 3</p>

<p>Aboriginal background</p> <p>\$88,443.00</p>	<p>and 5 in NAPLAN isn't as good as expected.</p> <p>After evaluation, the next steps to support our students with this funding will be: We have made good gains for our students of Aboriginal Background, especially in the area of raising awareness of their culture across the school. We will continue to build upon the programs we have already implemented in 2022. Raising the academic growth of our Aboriginal and Torres Strait Islander students will continue to be a focus in 2022.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Grahamstown 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional SLSO to support the provision of Reading interventions in classrooms. <p>The allocation of this funding has resulted in: Students with EAL/D needs were supported to access appropriate curriculum and learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing monitoring and support provided as required.</p>
<p>Low level adjustment for disability</p> <p>\$202,138.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Grahamstown 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"> • Reading • Numeracy • Classroom Management • Social and Emotional Wellbeing <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 • provision of resources to implement our playground support plan. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Provide training for two staff members in Berry Street Trauma Informed Practice. <p>The allocation of this funding has resulted in: Students were well supported with a highly differentiated teaching and learning programs and SLSOs to support their engagement and participation in all learning opportunities. Teachers' knowledge and understanding of trauma informed practice was increased and shared among staff. Strategies were implemented to support the wellbeing needs of our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students who need adjustments to their learning will continue to be supported through the Learning Support Team of teaching and support staff. Staff knowledge of Trauma informed practice will continue to be deepened and strategies implemented consistently across the school.</p>

<p>Literacy and numeracy</p> <p>\$7,650.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Grahamstown 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Staff professional Learning on research based interventions in Reading and Numeracy, along with additional teacher support in K-2 Classrooms, assisted us to ensure that children were getting the best support available to help them make improvements in outcomes in literacy and numeracy. Our data indicated that students supported by intervention teachers made some significant gains and that this transferred back to classroom learning experiences.</p> <p>After evaluation, the next steps to support our students with this funding will be: The literacy and numeracy needs of our students area significant and many require additional support in the classrooms. This will continue to be a focus for our students.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,815.60</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Grahamstown Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leaders to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Through a rigorous Professional Learning program for staff, we began to see an improvement in capabilities and consistency in practice, in staff using data to inform practice. Staff analysed data, identified areas of need and collaborated to develop programs of learning to address deficits in student skills and knowledge. The researched best practice and implemented programs which were proven to make a difference in student outcomes. Instructional leaders worked shoulder to shoulder with classroom teachers to improve practice in Literacy and Numeracy curriculum delivery and to build knowledge and skills of curriculum in beginning teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Although COVID restrictions had a significant impact on this program, it was highly valued by staff and saw a significant improvement in consistency across the school in areas of Literacy and Numeracy. The role of the IL will change in 2022, but a similar model will be utilised to continue to build on the progress we are already seeing.</p>

<p>QTSS release</p> <p>\$58,862.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grahamstown 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: This activity was heavily impacted by COVID and the huge student wellbeing needs that we deal with on a daily basis. Assistant Principals did get into classrooms to support the RFF program, but there was little time for mentoring of staff in this model.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistant principals will work to upskill teachers on managing the wellbeing needs of the students in their classrooms. This will be a large focus for 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Grahamstown 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • employment of an additional instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: The IL worked with teachers to ensure that effective differentiation was being implemented in Literacy and Numeracy and that Personalised Learning and Support Plans were being effectively implemented to ensure point of need learning for all students across K-2</p> <p>After evaluation, the next steps to support our students with this funding will be: The School will continue to employ an additional APC&I to continue to build capacity of teachers to support the individual learning needs of students across K-6.</p>
<p>COVID ILSP</p> <p>\$197,157.95</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>COVID ILSP</p> <p>\$197,157.95</p>	<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 <p>The allocation of this funding has resulted in:</p> <p>Our two Learning and support Teachers employed under this program worked closely with the LST to provide small group intervention to students identified as needing support to improve their outcomes. This was targeted at students who would benefit from a little extra work to fill in gaps in their learning or to lift them to a higher standard of what they were already achieving.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This program was very valuable, although COVID restrictions limited the number of students who were able to access the support. Students who were identified for our first round of intervention showed various amounts of improvement according to NAPLAN data. This program will be continued in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	164	148	159	164
Girls	187	162	158	164

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	93.6	92.1	90.9
1	92.4	91.9	94.3	90.8
2	93.6	93.8	94.3	90.1
3	92.7	93.7	94.1	90.6
4	91.5	93.4	93	90.3
5	90.2	91.2	93.6	90.6
6	92.4	90.1	93	90.4
All Years	92.2	92.4	93.5	90.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.21
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.92

*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	356,652
Revenue	4,348,586
Appropriation	4,260,045
Sale of Goods and Services	40,403
Grants and contributions	48,067
Investment income	71
Expenses	-4,256,965
Employee related	-3,806,964
Operating expenses	-450,001
Surplus / deficit for the year	91,621
Closing Balance	448,273

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	163,655
Equity Total	712,859
Equity - Aboriginal	88,553
Equity - Socio-economic	419,767
Equity - Language	2,400
Equity - Disability	202,139
Base Total	2,497,271
Base - Per Capita	78,146
Base - Location	0
Base - Other	2,419,125
Other Total	515,984
Grand Total	3,889,768

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

Parent satisfaction

According to the results from Tell Them From Me Parent Survey, of which 34 parents completed, we had a slight downward shift in all seven measures. We believe that these results strongly reflect the disruption caused by COVID restrictions in school.

We have however, had some positive feedback in other areas of the Survey.

- 96% of parents surveyed feel the school environment is welcoming and the school is well maintained.
- 95% of parents surveyed expressed that learning from home was well resourced while 83% were happy with the support information that was provided during learning from home.
- The majority of our parents prefer face to face meetings, either informal or formal, with the school, or phone calls, to discuss their children.
- Most parents believe that emails or the newsletter is the best way for the school to communicate information about school events.

Student Satisfaction

According to the results for the Tell them from Me Student Survey, we have a significant upward trend in all most areas, with results showing very close to NSW norms.

- 74% of students have a positive sense of belonging - an increase of 24% to previous year.
- 86% of students have positive relationships at school - an increase of 12% from previous year.
- 93% of students have positive behaviour at school
- 74% display interest and motivation at school.
- 90% of students put in maximum effort at school.
- Over 80% of students believe that they use their learning time effectively and that learning is relevant to them
- Over 80% of students report that they have good relationships with their teachers, who expect them to succeed and provide a positive learning environment for them.
- Only 8% of children reported being the victim of bullying - a huge decrease of 32% from previous year. We believe that there is a better understanding of the difference between bullying and one-off incidences that happen between children.

Teacher Satisfaction

The Tell Them from Me Teacher Survey indicated a variety of strengths and weakness. From a School context, they indicated growth in leadership and inclusivity of the school but a slight decrease in collaboration and parent involvement, which was most likely due to COVID restrictions. Classroom context, teachers indicate the following:

- They set high expectations for student learning and establish clear expectations for classroom behaviour
- They monitor the progress of student learning.
- They use data from assessments to inform their lesson planning
- They discuss with students ways of seeking help which will improve their learning
- They would like to be able to provide more opportunities for students to use technology in their learning

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.

Aboriginal Education - School statement

In 2021, we had a focus on ensuring our school was a culturally safe environment. We employed Aboriginal Student Learning Support Officers (SLSO) to support the academic and cultural development of Aboriginal and Torres Strait Islander students and their families and to build a better understanding of and respect for our Aboriginal Culture for all students.

- One SLSO worked on a rostered timetable to support our Aboriginal and Torres Strait Islander students to meet the goals set in their learning pathways, communicating with parents regarding progress.
- Two others SLSOs, one a local Wollombi man, worked stage by stage, to visit classrooms teaching Aboriginal and Torres Strait Islander culture to all students and supporting teachers to embed Aboriginal perspectives into classroom practice.

As a result of this action, 87% of students reported that teachers understood their culture and 79% reported that they feel good about their culture at school. All teachers supported and valued the culture lessons which were brought into the classrooms and reported that they learned about Aboriginal culture through this process as they took part in the lessons themselves and this helped them to embed Aboriginal perspectives and teaching about our cultural heritage in other units of work.

The Aboriginal SLSO employed to support Learning Pathways implementation reported that this was an improved process. With the support of the SLSO, students review their goals in term 2 and term 4. Over 80% of families attended the Learning Pathways meetings in Term 1 which was an improvement on previous years. Every student received a personal passport to keep in the classroom for review of goals. A copy of the LP was uploaded to individual student accounts on SENTRAL and photocopied for distribution to teachers. The Learning Pathways process saw more students, teachers and parents involved in the Aboriginal Pathways process than in previous years and was a valued activity by all involved.

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.