

# 2022 Annual Report

## Grafton Public School



2060

## Introduction

The Annual Report for 2022 is provided to the community of Grafton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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Grafton Public School

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## School vision

At Grafton Public School we strive for excellence in an inclusive environment where every student maximises their potential and remains connected to culture. Teachers are passionate and committed to supporting the development of students with a focus on student wellbeing, student academic growth and social success. Our vision is to be partners in learning and collaboratively empowering all students to become confident, resilient and successful life long learners.

## School context

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$226,083.80

**Literacy and numeracy:** \$148,175.12

**AP Curriculum & Instruction:** \$210,799.40

**QTSS release:** \$117,104.50

**Socio-economic background:** \$476,639.19

### Summary of progress

The introduction of Check In Assessments, NAPLAN and K-2 use of Learning Progressions benefited school staff as they could quickly analyse and determine suitable groupings of students. Small, targeted groups were formed based on this information and specifically aimed at learning concepts. Evidence through learning samples shows that students can transfer knowledge/information from small groups to whole class settings. Targeted groups will continue to be used in 2023 to strengthen student individual ability with a focus on getting more students in the top bands of NAPLAN.

Staff participated in professional learning around effective feedback. All staff acknowledged the positive impact on setting goals for students. Staff are using a variety of sources such as Learning Progressions, work samples, Check In Assessments, NAPLAN and Essential Assessment to set realistic and achievable goals for their students. This year, the Grafton Public School written report featured a section on goal setting. Students and teachers both identified areas for development in Semester 1 and then an area of achievement in Semester 2. In 2023, feedback will continue to be a school priority to strengthen teaching practices by developing a resource hub and articulating student goals to parents.

### 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
<b>Aboriginal Student Achievement</b>  Increase of 5% in the number of Aboriginal students in the Top 3 NAPLAN bands in reading from baseline of 52.8%	44% of Aboriginal students achieved in the Top 3 bands in Reading NAPLAN 2022.
<b>Aboriginal Student Achievement</b>  Increase of 5% in the number of Aboriginal students in the Top 3 NAPLAN bands in numeracy from baseline 37.7%.	21.74% of Aboriginal students achieved in the Top 3 bands in Numeracy NAPLAN 2022.
<b>Numeracy</b>  Increase of 6% of the number of students in the Top 2 NAPLAN bands of numeracy.	In 2022, 26.36% students achieving in the Top 3 bands in Numeracy, below expected target.

<p><b>Reading</b></p> <p>Increase of 6% of the number of students in the Top 2 NAPLAN bands of reading.</p>	<p>In 2022 32.84% of students achieved in the Top 3 bands for NAPLAN Reading, below expected target.</p>
<p><b>Expected Growth</b></p> <p>In the absence of NAPLAN Growth data in 2022 due to the cancellation of NAPLAN in 2022, the school will track student growth data through internal sources including Essential Assessments.</p>	<p>Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focusing on this target has enabled teachers to use and analyse other assessment sources in determining student progress, learning goals, and informing teaching programs.</p>
<p><b>Expected Growth</b></p> <p>Increase the % of students achieving expected growth in reading and numeracy to the lower bound system negotiated targets as measured by NAPLAN baseline data.</p>	<p>Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focusing on this target has enabled teachers to use and analyse other assessment sources in determining student progress, learning goals, and informing teaching programs.</p>
<p><b>Assessment and Data Informed Practices</b></p> <p>There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.</p>	<p>Grafton Public School has restructured the Assessment schedule for each year level, with PLAN2 and Sentral providing reference points for student data entry and analysis.</p>
<p><b>Effective Feedback</b></p> <p>Teachers respond promptly to student work. They check that students understand the feedback received and the expectations of how to improve.</p>	<p>Teachers are more confident in using and responding to feedback because of professional learning and collaboration.</p>

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

### Purpose

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

### Initiatives

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

- High Impact Professional Learning
- Leadership and Mentoring

### Resources allocated to this strategic direction

**Aboriginal background:** \$159,823.98

**Professional learning:** \$50,404.65

**Location:** \$2,703.44

### Summary of progress

The Aboriginal Education Team and Student Aboriginal Representative Council contributed to the successful development of the 8 Ways Personalised Learning Plan template which has been trialed with several families over 2022. In 2023 the school will review the template further, providing a process to ensure it is attached within Sentral records and involving co-creation with students, families and staff with a specific focus on strategies to monitor and support the achievement of student goals.

Staff engaged in Leadership mentoring that was provided with shoulder-to-shoulder support, job shadowing at other schools and assessment of themselves with the ATISL Self-Assessment survey at Leadership Level. Mentor teachers were introduced to the High Impact Professional Learning framework and tool to support the mentoring/coaching model. Grafton Public School will take a lead role in re-establishing Middle Executive Leadership Training across the Grafton and Clarence networks, although staffing shortages and COVID interruptions have presented issues for the school, they also provided opportunities for several staff took to step into higher duties/leadership positions within the school over the year and across the wider community of schools as relieving principals and executive staff. In 2023 the school will continue to embed strategies to strengthen whole school mentoring and coaching support to build staff capacity in school leadership and succession planning.

The changes made to collaboration sessions were extremely beneficial to individual staff. Staff had optional choices to attend a variety of topics based on school priorities or goals from their Performance Development Plan. This structure of collaboration will remain for 2023 due to the positive feedback from staff. We will use the timetable structure to enable the group to meet back again in 3-4 weeks' time after their initial training to show evidence of what they have tried or completed and to dive deeper into the aspect.

### 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
<b>High Impact Professional Learning</b> - Create an Aboriginal PLP to reflect 8 ways pedagogies  -Evidence of quality PLPs on Sentral	All Aboriginal students had a Personalised Learning Plan (PLP) recorded on Sentral, with several students' PLPs reflecting the trial of the 8 Ways template.
All staff engage in formal mentoring or coaching to improve teaching.	Most staff engaged in formal mentoring and coaching to improve teaching.

### Strategic Direction 3: Student Well-being

#### Purpose

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

#### Initiatives

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

- Student Attendance
- Positive Student Well-being

#### Resources allocated to this strategic direction

Integration funding support: \$300,000.00

#### Summary of progress

Teachers, parents and the community work together to support consistent and systematic processes to ensure student absences do not impact on learning outcomes. In 2022 the impacts of localised flooding and COVID outbreaks significantly impacted student attendance at Grafton Public School. Commencing Term 4 2022 families were encouraged to explain all student absences directly to the school via enhanced communications including SMS messaging. This is still an area for focus in 2023 to reduce the unexplained absences.

The wellbeing team refined the policy and the development of Green Level Rewards to recognise those students who consistently demonstrate the appropriate behaviour at school. Ongoing professional learning for staff and weekly PBL focuses for students will reinforce school and class expectations.

#### 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
<b>Student Attendance</b> Increase the percentage of students attending school more than 90% of the time towards the lower bound target.	41.4% of students attended school 90% or more of the time in 2022. This is below the lower bound system target.
<b>Positive Well-being</b> The school has a clear policy to support individualised needs.	In the absence of Tell Them From Data in 2022 the school used student and staff interviews to gauge feedback on wellbeing issues and Positive Behaviours for Learning (PBL).  93% of students feel happy and safe at Grafton Public school.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$469,860.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grafton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive Student Well-being</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs and or health care needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• Green Level Reward sessions well resourced</li> <li>• provision of additional staffing to support student engagement in extra-curricula activities including excursions and camps.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All targeted students being appropriately supported to ensure equity, engagement in learning and emotional wellbeing outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 2023 Grafton Public School staff will continue to prioritise individual student needs and align targeted professional learning opportunities for all staff. Student growth data from a variety of sources will be a focus for identifying further intervention and support programs.</p>
<p>Socio-economic background</p> <p>\$476,639.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grafton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement small group and individual intervention programs for literacy and numeracy to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional teaching and School Learning Support Officer (SLSO) staff supported Identified students. Classrooms introduced personalised goals in the area of writing. Staff used time to collaboratively analyse writing samples against a rubric to create meaningful goals. Further internal data highlighted achievement in Personalised Learning Plans (PLP) SMART goals being reached.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage the Assistant Principal Curriculum &amp; Instruction teachers to work alongside staff to mentor their teaching practice to support our trajectory towards achieving targets.</p>

<p>Aboriginal background</p> <p>\$159,823.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grafton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of Aboriginal Student Representative Council to work alongside the school's Aboriginal Committee</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans with a focus on 8 ways pedagogies</li> <li>• delivery of Aboriginal language Bundjalung across K-6 classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in Aboriginal families authentically engaging in the Personalised Learning Plan process. Aboriginal students had more voice and played an active part in our NAIDOC celebrations. Our cultural awareness programs - weekly Bundjalung Language lessons, Didge Group, Aboriginal Dance and the new Stage 3 Youth Group has continued to raise awareness of our local Aboriginal cultural and heritage. Our Aboriginal programs continue to rise in participation. Our NAPLAN data indicates Year 5 Aboriginal students were above state level in Reading, Writing and spelling.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focusing on differentiation and personalising support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$24,351.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Grafton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All identified students were well supported in literacy and numeracy, their academic achievement has been tracked and monitored against the Learning Progressions and EAL/D rubric ensuring all students' needs are met.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 EAL/D funds will continue to support identified students ensuring equity and access to education.</p>
<p>Low level adjustment for disability</p> <p>\$226,083.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Grafton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Low level adjustment for disability</p> <p>\$226,083.80</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Assessment &amp; Data Informed Practices in Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher across both campus sites to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MiniLit and MacqLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff trained in ensuring reading programs are explicit and planned for point of need teaching. Flexible Learning and Support teachers (LaS) timetabled has ensured individual needs could be met for either academic or behaviour support. Assistant Principal Curriculum and Instruction (APCI) supported School Learning Support Officer (SLSO) to deliver evidence based programs such as MacqLit and MiniLit to targeted group of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, staff will continue to ensure students are reading daily and the introduction of the DoE Fluency tool will be used to monitor and track student progress. Staff and executive members will continue to analyse a variety of data sources to identify Tier 2 students who require additional support. LaST staff will be identified to work across both campuses sites to support students adjustments in academic and wellbeing goals.</p>
<p>Location</p> <p>\$2,703.44</p>	<p>The location funding allocation is provided to Grafton Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Leadership and Mentoring</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to release teachers for professional learning for a collaboration session</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Up to 8 teaching staff are able to collaboratively analyse, plan and program for specific target needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This structure of collaboration will remain for 2023. Staff will be able to self select areas they feel they need further development in. Repeated sessions will be introduced to consolidate on prior learning and to bring evidence of what staff have done with that training.</p>
<p>Professional learning</p> <p>\$50,404.65</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Grafton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Leadership and Mentoring</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist teachers to unpack evidence-based approaches to a variety of school priorities and individual goals.</li> </ul>

Professional learning \$50,404.65	<p><b>The allocation of this funding has resulted in the following impact:</b>  Staff receiving evidence based Professional Learning (PL) to support school and individual needs. Improved teacher knowledge and understanding to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue Professional Learning on point of need support both school priorities and individual Performance and Development Plan (PDP) goals.</p>
Literacy and numeracy \$148,175.12	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Grafton Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment &amp; Data Informed Practices in Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All K-2 staff have engaged in DoE Micro-learning modules and upskilled in the New K-2 English and Mathematics Syllabus. Years 3-6 staff focused on vocabulary, the use of quality texts and poetry from the APCI.  The use of NAPLAN and Check In Assessments were analysed and discussed with grade teams about strengths and areas to focus on. The staff used the universal hub resources to support their delivery of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023, Years 3-6 will commence the micro-learning modules in readiness for the 3-6 syllabus documents. Assistant Principal Curriculum and Instruction (APCI) role will continue to support staff and the implementation of evidence based programs in Literacy and Numeracy.</p>
QTSS release \$117,104.50	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grafton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  In 2022 the Executive staff collaborated in leading professional learning with a focus on goal setting, data collation and analysis informing the teaching cycle.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023 with the allocation of release for Executive staff the focus on</p>

<p>QTSS release</p> <p>\$117,104.50</p>	<p>embedding continuing structures to support Assistant Principals will be put in place to support the delivery of quality professional learning, in addition to the implementation of the new curriculum.</p>
<p>COVID ILSP</p> <p>\$243,079.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 identified students engaged in 5-10 week intervention programs to support improvement in reading comprehension and numeracy skill development. As a result of staff analysis of achievement data, student progress was recorded through PLAN2 and reported to classroom teachers and indicated growth. This information was then shared with families through school reporting processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 staff will continue to analyse student learning data sources to identify opportunity for intervention support, in addition, the school will look to strengthen the reporting process following all intervention programs.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	312	292	297	285
Girls	305	267	251	254

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	94.3	89.7	87.0
1	92.0	94.8	88.9	85.1
2	93.0	93.6	90.5	84.7
3	91.6	94.2	89.6	86.6
4	91.4	93.7	90.1	84.5
5	90.6	93.2	89.5	85.6
6	90.2	92.5	88.3	83.5
All Years	91.8	93.7	89.5	85.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.4
Classroom Teacher(s)	25.35
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.36

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	617,171
<b>Revenue</b>	8,793,803
Appropriation	8,421,205
Sale of Goods and Services	19,227
Grants and contributions	349,302
Investment income	3,969
Other revenue	100
<b>Expenses</b>	-8,745,910
Employee related	-7,466,040
Operating expenses	-1,279,870
<b>Surplus / deficit for the year</b>	47,893
<b>Closing Balance</b>	665,064

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	469,860
<b>Equity Total</b>	886,899
Equity - Aboriginal	159,824
Equity - Socio-economic	476,639
Equity - Language	24,352
Equity - Disability	226,084
<b>Base Total</b>	5,439,574
Base - Per Capita	148,030
Base - Location	2,703
Base - Other	5,288,841
<b>Other Total</b>	833,777
<b>Grand Total</b>	7,630,109

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

## Parent/caregiver, student, teacher satisfaction

We had 63 families take up our online survey either completing it at our P&C meeting or being notified by class teachers via the SeeSaw Communication app. 92% of those parents surveyed had booked or completed a parent/teacher interview. On a scale of 1-5 (5 being the highest) do you feel welcome when you visit the school? Our school community rated 4.66. When asked to identify the best things about Grafton Public School - the highest scores went to our teaching staff; teaching and learning programs; our school environment and our sporting opportunities. 89% of families read the newsletter weekly and 89% connect with our Facebook posts. 100% of parents/carers surveyed were connected to their class teacher via the communication app SeeSaw. When parents/carers considered a future focus, we had a variety of responses including wellbeing, greater community engagement and working with services in the school setting. When asked if parents/carers had anything to add, many responses included thank you for the staff and what they are doing and the opportunities the school continues to provide the students.

In 2022, our SRC students were asked to select and interview 3 students from their class. We had 54 students interviewed from K-6. The kid friendly questions were designed around our wellbeing policy and the revamp of our Positive Behaviour for Learning (PBL). The results indicated 93% of our students felt safe and happy at Grafton Public School. 83% of our students could articulate what the PBL focus for the week was without prompting.

The school introduced Green Level Rewards points where students can gain up to 4 points a week, based on our school values (Set a good example, Tolerate Differences, Always do your best and Respect Everyone). 94% of our K-6 cohort enjoy Green Level Rewards. 90% of students can name several locations around the school to find out about Green Level Rewards. The majority of these students understood the difference between a major and minor incidents and could name ways in which you may receive a major record. When asked is there anything else teachers need to know about our wellbeing system, students reported more acknowledgement of kids doing the right thing, a space for chilling out and changes to our gotcha prizes.

All staff were encouraged to complete the People Matter Survey in 2022 and will complete the Tell Them From Me Staff survey in 2023. Staff voice is extremely important to the school leadership team and collaboration is encouraged at all levels throughout the school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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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

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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.