

2022 Annual Report

Gravesend Public School



2068

Introduction

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

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

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Message from the principal

Thank you for taking to time to read our 2022 Annual Report.

Firstly, A huge thank you to our amazing community, you always get behind our school and support us in any way you can. The P & C ran another cracking event this year with their 100 Mile Long lunch, breaking their previous record of funds raised. It is a mammoth effort that takes a whole community to run and I thank you all for the blood, sweat and tears you push through to ensure that the students of Gravesend never miss out and that the school is able to run programs that support the needs of all our children.

Secondly, thank you to all our families, you are always happy to jump on a job or lend a hand to run events at school, such as Zone Cross Country. We are blessed to have such a community who answer when they get the call.

Thank you to all our families who show up, our kids get to go through their schooling knowing what they produce is valued because our families show up to events, they cheer on all the students and they help with transport and making food items just to name a few. The moral of the story is, come to gravo, its all happening here and we love it.

Thirdly to our students, thank you for making each day an adventure and a pleasure. We have amazing students who always try their best and who work hard to improve themselves to be the best they can be. I could tell you about data, and numbers and results, which we have done well in this year and are part of the Barwon CoS which has the highest amount of growth in the state, just saying. But that is not what is most important. You, our spectacular students, show up each day with a smile and an attitude for learning. You all try new things and have a go even when you are nervous.

When I wrote our new Growth Mindset Chant, to give it a try, I thought of each and every one of you. You are strong, you use your brain smarts to try harder, you challenge yourself to do better and you do it with a smile on your face and the knowledge that it takes effort to increase your intelligence. You are brave, Mrs Todd throws new ideas at you and new challenges that take you out of your comfort zone, and you give them a go knowing that we are behind you all the way. You are smart, the science tells that if you use a growth mindset and you put in the effort, there are no limits to what you can achieve, you just have to believe. You are loved, there is no doubt in my mind that the staff and community of our school love you as much as I do. You don't get to spend this much time with people and not have them grow on you. We will be cheering for you always. You are enough, you all bring something special and are uniquely you to this world, our job is to help you find your purpose so that you can use your special gift. You are enough just the way you are. You make a difference, in this school we care and help each other every day. Everyone gets along and looks out for each other. What a great place to be. What makes me even prouder is the fact that when we visit new places, the comments are always about how involved, well mannered and considerate the students of GPS are. You pose questions to better your community and you are always thinking about how Gravo can be made even more special.

Lastly, To our staff, I can not say thank you enough. I can not provide our students with the quality education and opportunities without you. They say it takes a community to raise a child, we know it takes a staff to run a school.

Gravo is a special place and it is due to the amazing people we see every day. Our students! They are at the center of all

we do and what we will keep doing. Thank you to all of you who helped inform this Annual Report for 2022 and who keep working to ensure that Gravesend Public School provides a high quality education to all our students.

#cometogravo

Message from the school community

Quote from P & C President Loretta Brown, quote from our Annual Presentation Night 2022:

"We wouldn't be here tonight so proud of all our children's achievements without the support of our wonderful school staff. On behalf of the P&C I would like to pass on our sincere thanks to Mrs Todd, Miss Kay, Miss Atkins, Mr Mac, Mr Byrne, Miss Irvine & Miss Niomi. Your support & dedication to ensure all our children achieve beyond their goals is a credit to you all. Thank you also to Dean our groundsman for your efforts over the year. Our garden is so beautiful & our children are very fortunate to have such a pretty oasis to learn & play in.

We are a resilient, nurturing & unique little community & I feel blessed that my family gets to be a part of it. It is important that we all work together to ensure our beautiful school continues to thrive for our children & their children. I hope you all have a healthy & safe Christmas. Thank you!

School vision

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

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

School context

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

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

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

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

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

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

We have a current enrolment of 21 and an expected enrolment of 20 in 2023. Our school Family Occupation and Education Index (FOEI), currently at 123, has an upward trend moving into 2023.

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



The start of a brand new year!

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

As a staff, Gravesend Public School has striven to continue growing and improving across all areas of the School Excellence Framework. We continually build school systems, trial them and make improvements until they become ongoing school practice. All staff work collaboratively to generate effective whole school processes that enhance the learning experience at our school.

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data informed practice
- Internal and external assessment

Resources allocated to this strategic direction

Low level adjustment for disability: \$22,984.00

School support allocation (principal support): \$13,945.00

Socio-economic background: \$18,756.00

Location: \$10,769.00

Professional learning: \$4,000.00

QTSS release: \$4,252.00

AP Curriculum & Instruction: \$30,114.00

Summary of progress

Improvement outcomes included:

School readiness Transition Program:

- The Transition program has supported the transition of families from preschool to primary school and provided a consistent link between the learning that occurred.
- The employed SLSO assists with school readiness which has been needed due to the ongoing affects of COVID and the interruptions this caused to preschool learning, socialisation and school preparedness.
- Students with additional learning needs are identified during Transition programs and the counselor and APLaST are contacted to support with school preparations.
- Support funding was increased to one day per term for the year due to the additional learning needs of the students in 2022.

Learning & Support:

- 100% of students have a PLP which is included in 3-way interview form and parent consultation occurs each semester, these forms are then passed on to the next teacher so that goal setting can continue and evolve as the student grows from infants to primary.
- Extension programs were provided to students achieving 'High' in English & maths, by LaST in school and timetabled.
- Self-assessment and goal setting systems across the school are being trialed, students set learning goals and have English and math learning goals under the 5 Star label, based on feedback given by the teacher
- Aboriginal students who have expected attendance rates are achieving at stage outcomes in all areas. Students with below expected attendance rates are achieving at or below stage outcomes.

Attendance:

- All staff completed 'Influencing Student Attendance' PL.
- All staff completed roll marking refresher and will use a video from the HSLO moving forward, to be used for mandatory training purposes each year.
- Current attendance rate is 92.85% with 72% of students above 90% state target.

New Curriculum Implementation:

- Staff were given additional RFF time to benchmark all students in PLAN2 and to access the recommended PL for the New Curriculum Implementation.
- New Curriculum units were accessed and discussed during staff meetings, units were contextualised and adapted for our students and implemented, further discussion occurred during staff meetings after implementation.
- Teacher annotations in PLAN2 were updated fortnightly in addition to the check-in assessments, Phonics and Phonemic Awareness assessments.
- Whole staff discussion about teacher delivery shifts, resource changes and implementation needs occurred during staff meetings and whole school planning for 2023 commenced.

Teaching Sprints- Now DIPs:

- School Data-informed Practice processes are established, new staff have been upskilled and the planners adapted to be more user friendly.
- Due to the change of curriculum in infants during semester 2 and term 4, the teaching sprints for term 4 were not implemented and will roll over to 2023.
- Full year implementation was successful, further evaluation is needed with the introduction of the DoE Check-in assessment and their role. PATs were used for assessment each semester and then used to guide teaching talks for feedback and learning goals.
- Syllabus outcomes are matched to each question in the PATs.

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

- continue the additional teacher in the primary class, this has provided a valuable resource for the school to reduce interruptions to learning for the primary class and the principal has been able lead change in the school. This is supported by our additional staffing for our Transition to School program, into 2023.
- Continue the Attendance strategies implemented this year and evaluate at the end of 2023.
- Continue the migration to our digital platform for all teaching & learning programs and resources.
- Continue with the implementation of a full new curriculum in 2023, only 3 teaching sprints will be chosen for 2023 in numeracy and literacy.
- Continue to use PATs for whole school consistent teacher judgement and standardised assessment as an alternative to NAPLAN, until a better alternative can be found to replace them as a standardised assessment.
- not complete any PATs in Kinder, as our trial found they were to dense and complex for Kinder in term 2, discussions will occur around using them only in term 4.

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>NAPLAN</p> <p>62% of students achieve in the top two bands in Reading Years 3 and 5</p> <p>(Aspirational Targets)</p> <p>Value add for K-3 and Years 3-5 shows sustaining & growing (School Excellence Framework-Student Performance Measures).</p> <p>Using 2021 baseline data, 2 additional students demonstrated 0.4 growth when comparing start of year to end of year scores in PATs.</p> <p>Whole staff TPL in Effective Reading, Phonics and Phonemic Awareness, Data skills and use.</p>	<p>66.66% of students who sat NAPLAN in 2022 are in top two bands for reading.</p> <p>All teaching staff completed Effective Reading, Phonics and Phonemic Awareness PL in 2022. All staff have participated in Data literacy in 2022 and will be continued into 2023.</p>
<p>50% of students achieve in the top two bands in Numeracy Years 3 and 5</p>	<p>No students achieved top two bands in numeracy.</p>
<p>Aboriginal Students</p> <p>50% of Aboriginal students achieving in the top two bands in reading and numeracy</p>	<p>No Aboriginal students sat NAPLAN this year.</p>
<p>Aboriginal Students</p> <p>50% of Aboriginal students achieving in the top two bands in reading and numeracy</p>	<p>No Aboriginal students sat NAPLAN this year.</p>

<p>Attendance</p> <p>Monitor & Maintain attendance rate at 94% or above.</p>	<p>Whole school attendance rate is 93.4% at the end of 2022.</p>
<p>NAPLAN expected growth - Reading</p> <p>100% of students have a Personalised Learning Pathway (PLP) or Personalised Learning & Support Plan (PLSP) addressing student learning goals, created in consultation with families.</p> <p>Assess and identify areas for improvement within whole school assessment strategies and staff expertise. Implement processes that are to be embedded and used to enhance assessment, feedback and reporting, including 'next steps'.</p>	<p>100% of students have a Personalised Learning Pathway (PLP) or Personalised Learning & Support Plan (PLSP, for students accessing LaST) addressing student learning goals, created in consultation with families.</p> <p>Data literacy PL has occurred and areas for improvement are identified based on SCOUT data. These inform our teaching sprints each term.</p> <p>Staff can confidently analyse data that is used to inform teaching sprints as identified during staff meetings. Staff complete meeting exit slip as evidence and completion and use this to inform NESA evaluations for teacher identified hours.</p>
<p>NAPLAN expected growth - Numeracy</p> <p>100% of students have a Personalised Learning Pathway (PLP) or Personalised Learning & Support Plan (PLSP) addressing student learning goals, created in consultation with families.</p> <p>Assess and identify areas for improvement within whole school assessment strategies and staff expertise. Identify processes that are embedded and used to enhance assessment, feedback and reporting, including 'next steps'.</p>	<p>100% of students have a Personalised Learning Pathway (PLP) or Personalised Learning & Support Plan (PLSP, for students accessing LaST) addressing student learning goals, created in consultation with families.</p> <p>Data literacy PL has occurred and areas for improvement are identified based on SCOUT data. These inform our teaching sprints each term.</p> <p>Staff can confidently analyse data that is used to inform teaching sprints as identified during staff meetings. Staff complete meeting exit slip as evidence and completion and use this to inform NESA evaluations for teacher identified hours.</p>



Our students love being creative and learning new things!

Strategic Direction 2: Evidenced-Based Teaching and Leadership

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Low level adjustment for disability: \$6,453.00

Per capita: \$5,306.00

Summary of progress

During term 1, staff attended a shared planning meeting of the Moree STEAM Network. Processes were implemented for a shared program to be implemented across the network each semester. In Semester 1, the shared project utilised SAMMAT education's Solar Home Microbit challenge. Semester 2 project, was using Minecraft to design sustainable gardens and food production systems. This project was not achieved as the Solar Home project was very intensive and required the whole year for implementation.

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

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

Improvement outcomes included:

- Document analysis of teaching programs demonstrate refinements to practice in the planning process, shared assessments and staff confidence to begin the Quality Teaching Rounds (QTR) process as a collective to provide lesson observations as a form of evidence to support ongoing teacher capacity building.
- Reflection on Student assessment data has gone from individual school expectations, to being collated in a central place and monitored regularly and consistently. Systems will need to be developed for this to occur., such as use of PAT tests or joint assessment tasks created with the unit of work.
- A Scope & Sequence document has been created detailing biannual shared project themes utilising resources partner schools have in schools currently to support student learning.

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

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

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

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.

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>Positive Behaviour for Learning (PB4L)</p> <p>50% of staff complete Tier 1 PL in Positive Behaviour for Learning, Online modules</p> <p>TTFM student wellbeing data is at 90% or above in the three areas, Advocacy, Success and Belonging.</p> <p>Student learning results are monitored through learning goals, feedback and building of visible learning strategies to develop capacity to lead 3-way interviews by 2024.</p>	<p>Positive Behaviour for Learning (PB4L)</p> <p>50% of staff have completed Positive Behaviour for Learning PL to support school improvement.</p> <p>Tell Them For Me surveys, in 100% of submitted alternative surveys (12), families feel they were informed of school processes, teachers used consistency in dealing with student behaviour and that expected behaviours are explicitly taught at school.</p>
<p>Project-Based Learning (ProBL) (STEAM)</p> <p>Project-based Learning is implemented across the school in some identified areas and shared project across schools are identified and shared programming has commenced.</p> <p>2-year cycle of STEAM units is agreed upon and programming has begun on 1 shared unit of work.</p> <p>Life Skill programs are on second full implementation to build capacity and sustainability of the skills focused on.</p>	<p>Project-Based Learning (ProBL)</p> <p>Project-based Learning is implemented across the school in STEAM. A 2-year cycle of STEAM units is agreed upon and programming has begun on shared units of work.</p> <p>Our Collaborative Skills program is implemented, and focus is now to build staff capacity and sustainability of the T & L programs focused on (leather work, cooking, sewing and robotics/coding).</p>



Our Wellbeing Award System utilises our school values of Confidence, Organisation, Getting Along, Resilience and Persistence.

Strategic Direction 3: Strong partnerships through enhanced school processes

Purpose

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

Initiatives

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

- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$4,699.00

Location: \$10,000.00

Summary of progress

Improvement outcomes included:

- All staff are trained in Quality Teaching Rounds (QTR) as a method to use for shared observations, feedback and process establishment across schools.
- One teacher delivery area will be identified in 2023 for implementation of the QTR process.
- Ongoing HIPL is accessed by the Barwon CoSS and addressed in each terms meetings.

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

- Evaluate and implement Shared supervision documents and further discussion with new staff about the roles of the principal.
- A Full cycle of QTR and Student Leadership has not yet occurred, this is planned for 2023.

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
Assess & identify areas for adjustment in new PDP process. It is trialed and evaluated across the Barwon COSS..	New Shared PDP process is fully implemented in our school.
Shared performance development is implemented and the QTR model is used to support staff and school improvement.	QTR has not been implemented in 2022. This will occur in 2023.
Systems for ongoing data collection are trialed.	Ongoing data collection practices are embedded.
Staff participate in networking opportunities in PDP identified areas to build capacity of all staff in schools and the network.	All staff participated in networking opportunities at Barwon CoSS meetings in identified areas of focus for either the school or personal PDPs.
Student leadership program is trialed for a full year.	Student leadership program has begun and will continue its implementation in 2023.
Inter-school relationships are established and support school in evidence-based teaching, planning and	Inter-school relationships are established and will continue next year to support meeting cohort needs of small schools and supporting staff capacity building.
	Professional learning was addressed and all teaching staff accessed PL in STEAM focus topics.

programming and professional learning. Student opportunities might include sports, STEAM etc.

Professional Learning in areas of school future focused direction are provided over the next 4 years- STEAM, Project-based Learning, 3D printing.

Teaching staff consistently attend Barwon Small Schools meetings to build learning alliances beyond our school. Relationships that are collaborative and effective are in place to support STEAM in the network. Across school practices are being trialed.

A strong collaboration is evident in the Barwon CoSS and schools who consistently work closely with Gravesend staff include Croppa Creek PS, Boomi PS, Pallamallawa PS and Garah PS.



Our school community is highly invested in our student driven projects and helps us access funding to support school programs.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$18,756.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gravesend Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning in literacy and numeracy • employment of additional staff to support school literacy and numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: Support in class for the infants 3 days per week for literacy and numeracy sessions. Steady growth in literacy and numeracy is evident for all students accessing the additional support.</p> <p>After evaluation, the next steps to support our students will be: To continue this support to meet the vary needs of students in the infants class to ensure that growth is obtained each year. This will be enhanced by Learning and Support small group sessions to continue to revise foundation learning.</p>
<p>Aboriginal background</p> <p>\$4,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gravesend Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans in consultation with families. • employment of additional staff to support literacy and numeracy programs to reduce the gap in learning for our Aboriginal students. • Build relationship with Aboriginal and Community Liaison Office (ACLO) to continue building cultural understanding and knowledge of Aboriginal Histories. • Sought Professional Learning around Aboriginal Histories and Cultures, 8 Ways and Aboriginal Education Policy. <p>The allocation of this funding has resulted in the following impact: All students access Aboriginal and Histories learning supported by outside staff. Relationships are being developed beyond the school for sharing and understanding about meeting the needs of Aboriginal students. Teaching & Learning programs incorporate 8 ways to ensure we are teaching in a way that enables Aboriginal students to access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement 8 Ways and seek expertise form Department staff to support developing understandings of Aboriginal Histories and cultures.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Gravesend Public School in mainstream classes who have a</p>

<p>\$29,437.00</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • Science, Technology, Engineering, Arts, Maths (STEAM) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officer. • additional allocation for a learning and support teacher to work with individual students within the classroom or small group setting. <p>The allocation of this funding has resulted in the following impact: Provision of foundation learning throughout the year to support students with additional needs in literacy and numeracy. Students were transported to speech therapy each week and additional Learning and Support Teacher sessions were allocated, in addition to our school staffing allocation.</p> <p>After evaluation, the next steps to support our students will be: Additional staffing will continue to be allocated to support literacy and numeracy in both classrooms. Support will target middle students to build them into the top 2 bands where possible.</p>
<p>Location</p> <p>\$20,769.00</p>	<p>The location funding allocation is provided to Gravesend Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions and to fund extra curricular programs at school. • additional staffing for teaching principal release and to employ the third teacher to reduce disruption to learning. <p>The allocation of this funding has resulted in the following impact: Principal was able to be off class to drive and lead change within the school as well as creating whole school teaching and learning programs that support the scope & sequence. Fund were also used to ensure all students were able to access extra curricular activities in line with their peers.</p> <p>After evaluation, the next steps to support our students will be: Funds will continue to be used to fund additional teaching staff to support teaching & learning in our school. Any remaining funds will be used to support student access to extra curricular programs the school runs.</p>
<p>Professional learning</p> <p>\$8,699.00</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 Gravesend Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$8,699.00</p>	<ul style="list-style-type: none"> • accessing professional learning to unpack evidence-based approaches to teaching reading and writing and explore modeled, interactive, guided and independent strategies. • Accessing professional learning to support the new curriculum implementation. <p>The allocation of this funding has resulted in the following impact: Staff have participated in most of the micro units and PL supporting the implementation of the new curriculum. Discussions occurred in staff meetings to build staff understanding and capacity building throughout the process. Experts were sought to provide PL in reading and writing to build staff capacity. Whole school T & L programs are being collaboratively created in 2023.</p> <p>After evaluation, the next steps to support our students will be: Staff will now concentrate in the new curriculum implementation and contextualisation to our school setting for full use K-6 in 2023. Resourcing our school to provide a variety of tools for our students to use when they apply their learning will also be a priority for 2023.</p>
<p>QTSS release</p> <p>\$4,252.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gravesend Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional RFF for classroom teachers for lesson observations and lesson preparation <p>The allocation of this funding has resulted in the following impact: Staff had more time to contextualise and prepare high-quality lessons for student learning in the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: This support will be ongoing with the new curriculum implementation.</p>
<p>COVID ILSP</p> <p>\$16,000.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional funding allocated to support the employment of educators to deliver small group tuition or provide in class support. <p>The allocation of this funding has resulted in the following impact: All students who access the additional support have demonstrated growth in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: This support will continue for the duration of the funding.</p>
<p>Per capita</p> <p>\$5,306.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Gravesend Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Per capita \$5,306.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Science, Technology, Engineering, Arts, Maths (STEAM) <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funding is used to resource the school for all students, provision of a laptop and stationery. Any remaining funds are used for school excursions etc. <p>The allocation of this funding has resulted in the following impact: All students have equitable access to resources at school and are provided with the same technologies for learning.</p> <p>After evaluation, the next steps to support our students will be: This funding use will be ongoing to support the equitable access to the curriculum for all our students.</p>
<p>AP Curriculum & Instruction \$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Staff complete PL in Data literacy and evidence-based practice focusing on reading and writing • Additional RFF for classroom teachers for lesson observations <p>The allocation of this funding has resulted in the following impact: Staff can use our data-informed practice (DIPs) process to make delivery shifts to areas of identified needs based on school data. Staff have had the opportunity to investigate best practice and data driven change through PL for the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to use our DIPs process to lead improvement in our school and to make delivery shifts for learning. Staff will continue to use SCOUT and PLAN3 data to close learning gaps for students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	15	9	7	10
Girls	14	14	14	11

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.0	86.2	83.5	89.6
1	97.9	87.0	95.5	90.5
2	91.3	91.3	89.6	100.0
3	96.1	94.8	93.3	94.0
4	92.6	96.3	95.5	95.2
5	97.0	95.7	96.6	100.0
6	91.8	96.1	95.9	97.1
All Years	93.1	92.8	91.9	93.4
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

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)	0.2
Classroom Teacher(s)	1.67
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	39,881
Revenue	907,019
Appropriation	875,104
Sale of Goods and Services	2,398
Grants and contributions	28,834
Investment income	683
Expenses	-852,823
Employee related	-664,947
Operating expenses	-187,876
Surplus / deficit for the year	54,197
Closing Balance	94,077

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	51,908
Equity - Aboriginal	3,862
Equity - Socio-economic	18,756
Equity - Language	0
Equity - Disability	29,291
Base Total	556,768
Base - Per Capita	5,306
Base - Location	12,225
Base - Other	539,238
Other Total	202,689
Grand Total	811,365

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

This year Gravesend Public School surveyed families in the areas of Positive Behaviour for Learning (PB4L), Wellbeing, School Extra Curricular programs, communication and annual reflection.

Of Positive Behaviour for Learning surveys returned, 100% of families agree our PB4L systems are clear and known by all, consequences are fair and transparent and expected behaviours are taught at school to support student learning.

100% of families of surveys returned, want our current extra curricular programs to continue, such as, Life Skills (Collaborative Learning in 2023), STEAM, Additional staffing and assessments.

Of Wellbeing surveys returned, 100% of families feel we hold high expectations, provide students with opportunities for advocacy and our school creates an environment where everyone belongs.

Of Annual Reflection and Communication surveys returned, 100% of families are happy with our school and feel that the students are supported and have great relationships with their teachers, we provide many additional opportunities, the students are positive when they talk about their school at home and we have effective communication systems.

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

Cultural Diversity

To support and promote cultural diversity, our school will:

- model behaviours that demonstrate respect for cultural, linguistic and religious backgrounds of the school community
- ensuring educational practices reflect high expectations of students of all cultural, linguistic and religious backgrounds.
- demonstrate respect for the cultural, linguistic and religious backgrounds of students, staff, parents/carers and community members in the course of their work
- Hold community events that celebrate cultural diversity, such as NAIDOC Day and Harmony Day.
- Continue to create PLPs in collaboration with families and students.

Next Steps: We will continue to look more deeply into what is culture and how we can continue to promote and support the development and idea of culture at our school. We will continue to offer the same high-quality education to all students of our school and ensure learning gaps are addressed.

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.

Anti-Racism - School statement

All school staff complete Anti-racism Professional Learning each year and any incidents are reported to our Anti-racism Officer immediately and then dealt with as per Department of education Policy.

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.

