

2022 Annual Report

Griffith North Public School



4027

Introduction

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

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

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School vision

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

School context

Griffith North Public School (GNPS) has an enrolment of 425 students, along with students from the Early Learning Support Class (ELSC). There are 19 classes from Kindergarten to Year 6. There are 26 nationalities and 13% of our school population are Aboriginal students.

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

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

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

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

Self-assessment and school achievement

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$150,571.00

Professional learning: \$37,828.69

Summary of progress

Data Driven Practices

In 2022, the school focused on improving data driven practices across Kindergarten to Year 6. This year the school employed an Assistant Principal Curriculum and Instruction (APC&I), who lead the practices within the school. The APC&I instigated collaboration meetings with each stage to utilise a variety of data sources, both internal and external, to determine teaching targets and best teaching practices to meet student needs. Staff started to use PLAN 2 as a tool to monitor progress for each target area. However, all stages are at different levels of expertise. In 2022 our school transitioned from a paper version of Progressive Achievement Testing (PAT) to an online version for Years 1 to 6 in reading and maths and Stage 2 also trialled PAT online spelling. The introduction of these initiatives lead to a review and update of our Stage 2 and 3 assessment schedules. The APC&I developed a whole school data tracking spreadsheet which provides a snapshot of academic progress, wellbeing, and attendance, which will be used to support decision making for learning and support as well as identifying teaching targets. For each data set, colour-coded parameters were established for high, middle and low bands to highlight students' achievements and areas of need. When collaboration meetings were initially introduced, they occurred outside of school hours which meant they were often rushed and weren't conducive to effective collaboration. The timetabling of these meetings throughout the school day has enabled teachers to come together in an optimum environment with more focus and a greater sense of purpose. As a result, the teachers are developing an appreciation of the value of data and how it is best used to direct the learning needs of the students. The introduction of the APC&I role within the school, with the focus on facilitating collaboration between teachers, data utilisation and planning for teaching directions has been a highly effective driver for this initiative.

In 2023, the school will continue to facilitate and prioritise collaboration meetings that focus on the utilisation of data. The school plans to consolidate teacher expertise in using PLAN 2 data and deliver professional learning for PLAN 3, which is aligned to the new syllabus. The online PAT program will continue with reading, maths and also include spelling for Years 1-6. The new 3-6 assessment schedules will be implemented and the K-2 assessment schedules will be reviewed and updated to meet the needs of the new K-2 syllabus. The newly developed whole school data tracking spreadsheets will be extended to include data from the DoE developed fluency assessment tool and will continue to provide necessary information to drive collaborative planning sessions.

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
The proportion of students achieving the top two bands in NAPLAN reading will be trending at or above the upper bound target of 49.6%	• 2022 NAPLAN data indicates 48.4% of students are in the top two skill bands for reading, indicating the school did not achieve the system negotiated target, however progressed beyond the lower bound target of 44.60% .

The proportion of students achieving the top two bands in NAPLAN numeracy will be trending at or above the lower bound target of 31.6%.

- 2022 NAPLAN data indicates 29% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 4.17%.

Strategic Direction 2: Teaching Excellence

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Aboriginal background: \$70,075.65
Refugee Student Support: \$1,375.36
Integration funding support: \$222,383.00
Socio-economic background: \$171,663.47
English language proficiency: \$47,697.21
Low level adjustment for disability: \$183,253.06
QTSS release: \$86,880.28

Summary of progress

Effective Classroom Practice (Explicit Teaching)

In 2022, the school was nominated as an accelerated adopter school to trial the new K-2 English and maths, Year 1 syllabus. With this came an opportunity for our Year 1 teachers to engage in professional development of explicit pedagogies, in-line with the new syllabus, with the Curriculum advisor. K-2 staff worked collaboratively to engage with the new syllabus, new teaching units, and compile overview documents to ensure continuity of implementation. As a team, they purchased decodable texts to support explicit reading instruction. All staff participated in the DoE micro-learning suite which supported the implementation of the K-6 syllabus and provided an understanding of the guiding principles. This became a focus for all professional learning throughout the year to prepare staff for the implementation of the new syllabus in 2023, (K-2) and 2024 (3-6). The school provided numerous opportunities for professional learning, focusing on aspects of effective classroom practice. Staff undertook professional development on effective writing strategies which lead to specific training on the explicit teaching of audience and purpose when writing, which was identified as a school need, and also on teaching practices to develop reading fluency. Teaching staff explored the DoE Universal Resource Hub and Digital Learning Selector sites to expand their knowledge of explicit tools to enhance teaching practices. Some individual teachers engaged with numeracy training on additive strategies and multiplicative strategies. This year, there has been a continued push on the teaching of explicit phonics with three teachers undertaking a 2-day InitialLit course. The APC&I has lead regular professional learning sessions with SLSO staff to support the growth in phonics instruction across the school. The impact of SLSO staff members taking on this role has been highly effective for student growth in literacy. Facilitating professional learning has been hindered by the lack of casual teachers available.

In 2023, the school will continue to focus on the implementation and resourcing of the new K-6 syllabus to support K-2 teachers and prepare 3-6 teachers for 2024. Last year, the aim was to deliver training in explicit phonics instruction across all K-6 staff but the scarcity of casual teachers prevented this happening during 2021 and 2022. In 2023, the aim is to provide this training to classroom teachers who were not able to access this. In 2023, there will be a continued whole school focus on writing with the implementation of The Writing Revolution teaching approach to writing instruction. There will also be a focus on improving reading fluency across the school through explicit teaching. In Numeracy teaching staff will undertake the DoE professional learning 'Big Ideas' course which focuses on evidence based teaching practices to support the implementation of the new maths syllabus. This will be complimented by whole staff training in Number Talks, an explicit teaching practice to develop number sense in students.

Collaborative Practice and Feedback

In 2022, collaboration meetings were implemented as part of the school routine, with each stage coming together on a fortnightly basis. A meeting culture of respectful communication was established where teachers felt free to share their ideas. Staff became familiar with the expectation of contributing to a team that is committed to improving the learning

outcomes for every student. Early career teachers met with the APC&I for weekly mentoring and professional development sessions which focussed on exploring the eight *What Works Best* principles, developed by CESE. The mentoring program provided opportunities for early career teachers to observe the practices of experienced teachers and to be observed themselves. A critical part of the observations was to provide effective feedback and a chance for early career teachers to reflect on their own practices with the APC&I. As part of the Accelerated adopter program, our APC&I and Year 1 teachers had regular opportunities to provide feedback to the DoE about the new literacy and numeracy units. They also met with a CESE representative in Terms 2 and 4 to provide further feedback on their experiences regarding implementing the new K-2 syllabus. The APC&I and a K-2 teacher from Yenda Public School, also an accelerated adopter of the new K-2 syllabus, met with our Year 1 teachers and APC&I to discuss progress regarding the implementation of the new curriculum. The full day collaborative session allowed for the sharing of valuable information and ideas between the two schools and produced a jointly prepared rubric for assessing writing. The APC&I from West Wyalong Public School visited our school to meet with our APC&I and Year 1 teachers to gather information about the new K-2 syllabus and see it being delivered in the classroom. The full day session enabled valuable discussion to occur and ideas and initiatives regarding student improvement in literacy and numeracy were shared. The new PDP policy was not fully implemented in 2022 as the reduction in the number of peer observations that teachers were required to participate in shifted the focus from PDP policy onto other areas of need within the school. A survey was developed and issued to staff to gain an insight into classroom practices regarding feedback given to students. Data from the survey suggested a need to deliver professional development with staff on using effective feedback to drive student learning.

In 2023, collaboration meetings will continue to be timetabled to provide valuable time for the APC&I and teachers to work in teams to improve teaching practices and learning outcomes for students. The school will also introduce regular curriculum reform meetings with the APC&I and executive leaders to allow for strategic stage-based planning. The school will resume the implementation of the new PDP policy across the staff body and refine the PDP process by facilitating a private meeting between every teacher and their supervisor three times per year. This will enhance the mentoring role of supervisors and foster a greater sense of accountability amongst staff. The school will follow up on insights from our staff survey about feedback and deliver professional development to expand our expertise in this area. This will include a whole school review of personalised student learning goals with the aim of improving the effectiveness of feedback provided by teachers.

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
Percentage of students achieving expected growth in NAPLAN reading to be trending upwards towards the upper bound target of 66.8%.	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Percentage of students achieving expected growth in NAPLAN numeracy to be trending upwards towards the lower bound target of 63.2%.	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: Continuous Improvement for Excellence

Purpose

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

Initiatives

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

- High Expectations For All
- Wellbeing

Resources allocated to this strategic direction

Location: \$56,972.44

Per capita: \$109,157.64

Summary of progress

High Expectations For All

During 2022 the school continued to focus on High Expectations for All. As part of this initiative we focused on attendance monitoring. This focus included revising roll marking procedures to ensure all rolls are accurately marked everyday. A flow chart was developed so all staff were aware of the steps involved in following up attendance before it became a concern. This ensured all staff were aware of their roles and responsibilities and when action was needed to be taken. Another focus for this initiative was technology. The Digital Classroom Officer position was established and the main focus was moving the school server to the cloud based platform of Google, which was completed successfully in 2022. The impact was that staff were able to. The Rural Access Gap (RAG) program was also implemented, which provided the school with more technology for teachers and students. The impact of the new technology was that students had more access to technology and the students were more engaged with their learning. The Digital Classroom Officer provided professional learning to all staff with the Digital Learning Selector, which enabled staff to use digital learning activities and tools effectively within their classrooms.

In 2023, in this initiative, attendance will continue to be a focus, with a formation of an attendance team, to regularly monitor attendance and follow the procedures to support improved attendance. The school will also implement an attendance reward program, to support positive attendance at GNPS. In the technology initiative we will continue with the Digital Classroom Officer position for one day a week. The focus will also include providing professional learning support around programming online and providing individualised teacher professional support to ensure all staff feel confident in utilising technology effectively in classrooms.

Wellbeing

The wellbeing of students and staff continued to be a strong focus at GNPS during 2022. The Department of Education's Inclusive, Engaging and Respectful Policy was introduced to all NSW schools in 2022. The staff engaged in professional learning around the Inclusive Education Policy, the Student Behaviour Policy and Procedures and the Restrictive Practices and Procedures. The school successfully implemented the Inclusive Education Policy and the Student Behaviour Policy during 2022. From Term 2, the school employed a Student Support Officer for four days a week, to work with individual students more regularly. The students responded very well to the Student Support Officer and the impact on student wellbeing and school culture was extremely positive. The staff also participated in the MAPA (Management of Actual or Potential Aggression) training, to support the wellbeing of staff and students. A barrier for this particular initiative was having a change of staff to complete the Trauma Informed Practice Professional Learning, as the majority needed to complete Module 4 and we had at least five to six staff members who had not completed Modules 1, 2, or 3 for different reasons.

In 2023 "The Anxiety Project" will be infiltrated throughout all K-6 classrooms. Staff, including administration and SLSOs, along with parents will receive specialised training and support in both the identification and management of anxiety within children. Further PAX Good Game training will be provided to any new K-2 staff, along with PAX Partner training to ensure consistency and momentum continues within each K-2 classroom and the possibility of extending into the 3-6 classrooms. The school will also continue implementing the Inclusive, Engaging and Respectful Policy. The school will continue to employ the Assistant Principal Wellbeing K-6 and the Student Support Officer to support student and staff wellbeing. The school will follow up to ensure that all the staff to complete all the modules of Trauma Informed Practice by the end of 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
The percentage of students attending school 90% or more of the time will be trending upwards towards the lower bound targets of 81.8%.	The number of students attending greater than 90% of the time or more has decreased to 50.89%, however this figure was significantly affected by public health orders.
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School will be trending upwards towards the lower bound target of 93.7%	The 'Tell Them From Me' data shows students responding positively to wellbeing was 83.76%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice (Explicit Teaching) <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * students were provided with additional English as an Additional Language or Dialect (EAL/D) support that enhanced social and English language proficiency. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to support staff with professional learning to enhance on the learning of EAL/D students.
<p>Integration funding support</p> <p>\$222,383.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Griffith North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice (Explicit Teaching) <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • employment of staff to provide additional support for students who have high-level learning needs. • implementation of targeted programs to differentiate teaching and learning programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * all eligible students demonstrating progress towards their personalised learning goals. * all Individual Learning Plans (ILP) were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to formally incorporate integration funding decisions making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address student's support needs. * continue to employ additional staff to support identified students with additional needs.
<p>Socio-economic background</p> <p>\$171,663.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Griffith North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice (Explicit Teaching)

<p>Socio-economic background</p> <p>\$171,663.47</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the learning and support within the school. • employ an extra classroom teacher to reduce the numbers within classes and allow for better teacher/student ratio. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * smaller class sizes with increased 1-1 explicit teaching opportunities. * individualised negotiated learning goals with students K-6. * decrease in the percentage of students on the two lower bands in reading * Year 3 NAPLAN numeracy results trending above state and similar schools. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to employ additional teachers to reduce class student/teacher ratios * continue to employ additional teachers to provide additional learning and support.
<p>Aboriginal background</p> <p>\$70,075.65</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Griffith North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice (Explicit Teaching) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. • employment of specialist additional staff , Aboriginal Education Officer (AEO) to support Aboriginal students. • purchase of resources to support Aboriginal Education within the school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * personalised learning pathways (PLPs) written and implemented in conjunction with students and parents for all Aboriginal students. * an increased number of Aboriginal students meeting their PLP goals. * the school is above state for all aspects of NAPLAN in Year 3 for Aboriginal students. * the school is above state in NAPLAN writing, grammar and punctuation and numeracy in Year 5 for Aboriginal students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to employ an AEO and classroom teacher to support Aboriginal students to meet the goals of their PLPs. * continue to develop opportunities to strengthen the connection between school and parents of Aboriginal students. * continue to provide opportunities to support cultural awareness to all students.
<p>English language proficiency</p> <p>\$47,697.21</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Griffith North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice (Explicit Teaching) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging)

<p>English language proficiency</p> <p>\$47,697.21</p>	<p>support.</p> <ul style="list-style-type: none"> • provision of additional English as an Additional Language or Dialect (EAL/D) support in the classroom and as part of explicit teaching initiatives. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to employ additional teachers to support EAL/D students who are beginning and emerging on the EAL/D progressions. * provide teachers with professional learning around EAL/D, for students who are developing and consolidating, to support students in the classroom.
<p>Low level adjustment for disability</p> <p>\$183,253.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Griffith North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice (Explicit Teaching) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Learning and Support Teachers (LaST) and interventionist teacher. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * decrease in the percentage of students in the two lower bands of NAPLAN reading . * higher percentage of students in the top two bands of reading compared to the two middle bands and the two lower bands. * Year 3 reading, writing, grammar and punctuation and numeracy all above state average. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to provide targeted support for students. * continue to employ SLSOs to run small group targeted programs. * provide additional support for identified students through the employment of additional SLSOs.
<p>Location</p> <p>\$56,972.44</p>	<p>The location funding allocation is provided to Griffith North Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations For All <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * student engagement has increased with the increased technology with in the school. * increased opportunities for all students to participate in school activities such as excursions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to purchase technology resources to increase student engagement and equality in access.

Location \$56,972.44	<p>* continue to subsidise school activities, to allow for more students to participate and to reduce the travel cost for overnight excursions.</p>
Professional learning \$37,828.69	<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 Griffith North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers participated in numerous professional learning activities focusing on the new syllabuses. • teachers participated in professional learning that supported data driven practices, explicit teaching and wellbeing. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * increased capacity of all teachers to embed effective data driven practices within their teaching. * targeted teaching spirals identified and improved student outcomes achieved. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * personalised and targeted professional learning aligned with the Strategic Improvement Plan (SIP) to embed data driven practices and explicit teaching to improve students outcomes.
QTSS release \$86,880.28	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Griffith North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice (Explicit Teaching) • Collaborative Practice and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * collaboration meetings provided opportunities for stages to focus on data driven practices and explicit teaching to improve student outcomes. * teachers gaining a better understanding of the School Improvement Plan. * teachers gaining a better understanding of the new syllabuses that are being implemented in 2023 and 2024. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * create a more consistent approach to collaboration meetings for all stages, to ensure consistency and a planned approach to improving literacy and numeracy teaching practices. * create time for assistant principals to work with the APC&I to work on Curriculum Reform for all stages.
COVID ILSP \$154,186.00	<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>COVID ILSP</p> <p>\$154,186.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy/numeracy - MiniLit and MacqLit. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the majority of the students in the program achieving significant progress towards their personal goals. * NAPLAN results showing decrease students in Year 3 reading in the lower two bands. * Year 3 reading, spelling, grammar and punctuation and numeracy above state and similar schools. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. * continue to employ additional staff to support identified students with additional learning needs in literacy and numeracy.
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	209	219	221	223
Girls	216	218	211	215

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.5	92.8	91.2	86.7
1	92.4	91.6	90.6	87.0
2	92.1	95.2	91.1	89.3
3	93.5	92.4	92.6	86.9
4	92.4	94.2	92.9	88.6
5	93.1	91.9	91.2	87.6
6	93.0	93.6	90.3	86.6
All Years	92.4	93.3	91.4	87.5
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)	6
Classroom Teacher(s)	17.31
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.84
Other Positions	0.8

*Full Time Equivalent

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	361,873
Revenue	5,432,180
Appropriation	5,283,912
Grants and contributions	143,134
Investment income	4,334
Other revenue	800
Expenses	-4,917,524
Employee related	-4,418,187
Operating expenses	-499,337
Surplus / deficit for the year	514,656
Closing Balance	876,529

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	223,758
Equity Total	472,689
Equity - Aboriginal	70,076
Equity - Socio-economic	171,663
Equity - Language	47,697
Equity - Disability	183,253
Base Total	3,485,928
Base - Per Capita	109,158
Base - Location	56,972
Base - Other	3,319,798
Other Total	741,511
Grand Total	4,923,886

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

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

Parent Responses

25 parents completed the 'Tell Them From Me Survey' and the following responses were received:

- the majority of parents felt welcomed at Griffith North Public School (GNPS), however some felt the parent activities were scheduled when they could not attend;
- most parents felt that student reports were easy to understand;
- most of the parents felt informed about their child, especially regarding their child's behaviour however, some felt they were not informed about opportunities concerning their child's future and their social and emotional development;
- 90% of parents would recommend GNPS to other parents;
- most parents supported learning at home, and some felt they needed to spend more time discussing how important school work is;
- on average the majority of parents spend less than 30 minutes helping their child with home learning and students spend less than 30 minutes on home learning per week;
- the majority of parents felt learning was supported by GNPS, with teachers showing an interest in their child's learning;
- the majority of parents felt that their child was encouraged to do their best work at GNPS;
- the majority of parents supported the positive behaviour at GNPS and felt that their child was clear about the rules for appropriate behaviour at school;
- the majority of parents felt that GNPS was a safe environment for their child and that the school helps to prevent bullying; and
- most parents felt that there was inclusion at GNPS and that teachers helped students who need extra support and helped students to develop positive friendships.

Teacher Responses

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

- Leadership - 7.5
- Collaboration - 7.6
- Learning Culture - 8.2
- Data Informed Practice - 8.4
- Teaching Strategies - 8.5
- Technology - 7.0
- Inclusive School - 8.6
- Parental Involvement - 7.2

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

- Challenging and Visible Goals - 7.8
- Planned Learning Opportunities - 8.1
- Quality Feedback - 7.7
- Overcoming Obstacles in Learning - 8.0

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

- 83% of teachers believed that school leaders are leading improvement and change at GNPS; and
- 87% of teachers felt that the school leaders clearly communicate their strategic vision and values for the school.

Student Responses

Students from Years 4, 5 and 6 participated in the 'Tell Them From Me Survey' twice during 2022. The first survey was held in May and the second was in September. The second, in September, was a shortened survey. 'The Tell Them From Me Survey' focused on Social and Emotional Outcomes and Drivers of Student Outcomes. The following are the responses from the Social and Emotional Outcomes;

- in May 79% of students played sport with an instructor at school and in September 73% did;
- in May 62% of students were involved in extracurricular activities and in September 49% were;

- in May 89% of students had positive relationships and in September 86% did;
- in May 90% of students stated that they valued school outcomes and in September 91% did;
- in May 29% of students stated that they have positive home learning behaviours and in September 28% did;
- in May 86% of students felt that they tried hard with their learning and in September 87% did;
- in May 75% of students stated that they had a high sense of belonging and in September 76% did;
- in May 88% of students believed they had positive behaviour at school and in September 92% of students did; and
- in May 60% of students were interested and motivated in their learning and in September 62% were.

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

- in May 81% of students felt that their learning was relevant and in September 77% did;
- in May 27% of students felt they had been bullied at school and in September 33% did;
- in May 83% of students felt teachers were responsive to their needs and in September 82% did;
- in May 69% of students felt there were clear rules and expectations for classroom behaviours and in September 68% did;
- in May 78% of students felt they had someone at school who consistently provided encouragement and in September 76% did;
- in May 73% of students felt classroom instruction was well organised, with a clear purpose and with appropriate and immediate feedback and in September 73% of students did;
- in May 72% of students felt that classroom learning was effective and in September 81% of students did; and
- in May 81% of students felt that teachers emphasised academic skills and held high expectations for students and in September 78% did.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.