

# 2022 Annual Report

## Grahamstown Public School



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# Introduction

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

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

## School contact details

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## Message from the principal

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2022 continued to throw up COVID-19 challenges to schools and families. Significant changes occurred with Principal Michelle Winn retiring after many years of service to the Grahamstown Public School community. There have been significant changes to staffing during 2022 and the new Principal commences in 2023.

Nevertheless much has been accomplished at Grahamstown Public School throughout 2022 to support our school and community. All staff have worked with commitment to support all students of our school to endeavour to engage with curriculum and learning activities.

I would like to thank Allyson Corrigan for her leadership of the school during Semester 2., a number of significant initiatives and projects have been strengthened and implemented during 2022. The Little Grahams program was extremely successful in creating a strong start to school for our Kinder students and their families. The creation and celebration of the Yarning Circle has added significant cultural connections for all students and staff.

We look forward to a successful 2023.

Principal

Michael Davison on behalf of 2022 Principals

## School vision

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

In this learning community we will:

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

## School context

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Numeracy
- Reading

### Resources allocated to this strategic direction

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**Professional learning:** \$12,542.00

**Socio-economic background:** \$7,395.00

**Literacy and numeracy:** \$40,260.29

**English language proficiency:** \$5,630.66

**AP Curriculum & Instruction:** \$180,685.20

**Low level adjustment for disability:** \$68,952.94

### Summary of progress

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#### Numeracy

In Term 1, using NAPLAN data, the time strand was identified as an area for improvement. Pre-tests were conducted to identify the point of need of students. It was decided to implement a series of learning sprints for 5 weeks. Teachers received PL around how to best carry out learning sprints in the classroom and resources were made and bought to ensure effectiveness. Post testing data was entered into Plan 2. Teachers learned how to use the Visible Learning Effect size calculator to analyse results and plan future teaching.

In QTOL (Quality Teaching Outstanding Learning) sessions it was determined that Numeracy Classroom Expectations were not effective as not enough time was allowed to investigate and cover concepts in any depth. Through a staff survey number talks were identified as essential to the further development of students mathematical thinking and language development, as teacher experience in this area is varied, professional learning into the teaching of number talks is needed and revision of the classroom numeracy learning cycle should be a focus.

Mathematical language and problem solving were also areas of need so, in QTOL sessions we developed a shared understanding of the requirements for solving word problems. All teachers collaborated to make a school wide version of Newman's Analysis including a picture version for K-2. Differentiated problem solving resources, related to current events, were shared to all staff on a weekly basis with strategies to implement or ways to complete analysis of student achievement.

#### Reading

Our focus for 2022 was around phonemic awareness, phonics and fluency. Through formal professional learning sessions and collaborative team structures, teachers deepened their understanding of current research-based components of reading and connections between each of these components. Professional learning focused on the use of Visible Learning strategies in the teaching of reading occurred across the school.

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

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

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Achievement of System negotiated target;</b>  To achieve a 7.3% uplift in students achieving in the top two bands in Numeracy.	The school did not achieve this uplift however there has been a significant improvement in staff pedagogy and school wide processes and strategies for teaching mathematics.
To achieve a 18.2% uplift in Aboriginal students achieving in the top 3 bands in Numeracy.	Although the school did not achieve the 18.2% uplift, a significant increase of 9% uplift was achieved.
<b>Achievement of System negotiated target;</b>  To achieve a 7.9% uplift in students achieving in the top two bands in Reading	The school did not achieve this uplift however there is an established consistency of the use of learning intentions and success criteria to improve student learning outcomes.
To achieve a 23.1% uplift in Aboriginal students achieving in the top 3 bands in Reading.	The school did not achieve this uplift.
<b>Expected Growth - Reading - uplift of 10.9% from baseline</b>	As there was no NAPLAN conducted in 2020 there is no comparison data available.
<b>Expected Growth - Numeracy - uplift of 13.3% from baseline</b>	As there was no NAPLAN conducted in 2020 there is no comparison data available.

## Strategic Direction 2: Wellbeing

### Purpose

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

### Initiatives

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

- Social and Emotional Wellbeing
- Classroom Management
- Attendance

### Resources allocated to this strategic direction

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**Professional learning:** \$16,272.20

**Socio-economic background:** \$265,365.03

**Aboriginal background:** \$104,344.58

**QTSS release:** \$63,551.31

**Integration funding support:** \$169,302.00

**Low level adjustment for disability:** \$55,124.10

### Summary of progress

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#### Social and Emotional Wellbeing

During 2022 the school used a range of strategies to improve relationships, these included: Employment of an Aboriginal SLSO, building cultural safety through the establishment of a Yarning Circle, ongoing training of staff and students in cultural understanding. All students benefited from the sense of belonging and wellbeing through community connection. This was evidenced by an increased rate of engagement in cultural activities.

The consistent language from PBL and Professional Learning provided scripts for teachers to use so that students were very clear about expectations across the school.

The Little Grahams transition program supported Kinder students and their families during Semester 2, fostering a deeper connection with the school and ensuring a strong start to 2023.

#### Classroom Management

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

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

Further development around the use of high expectations and consistent language will continue to be a focus moving forward. Staff will revisit PBL expectations and reinforce positive language, implementing the new Inclusive, Engaged and Respectful Schools Policy and developing a common language of learning, will be a focus for 2023

#### Attendance

This year, we had a focus on Attendance where positive attendance patterns were recognised and rewarded. We raised the importance of attending school on a regular basis in our community by launching an intense campaign of the importance of having "Every Student, Every day, All day, All the way" in an attempt to increase the time students are spending at school and to minimise the large amount of late arrivals and early leavers.

A committee was formed to develop an attendance plan and liaise with the Port Stephens Principal Network schools to improve attendance across our whole area. The committee drove the implementation of strategies across the school

such as 'the attendance cup', the use of the slogan and prize draws for those at school at 9am ready for learning. We also did regular messaging to parents about the importance to being at school all day, every day.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Achievement of System Negotiated Targets:</b>  To achieve an uplift of 3.57% of students attending $\geq 90\%$  To achieve an attendance rate of 95%	Due to the ongoing impact of COVID-19 on attendance the school did not achieve the uplift in the number of students attending $>90\%$
<b>As evidenced by the Tell Them From Me Survey</b>  To achieve an uplift of 10.05% of students reporting positive wellbeing.  To achieve an uplift of 5% of students reporting a positive Learning Culture in their classrooms.  To achieve an uplift of 5% of students reporting Effective Learning time.  To achieve an uplift of 5% of Students reporting Positive Teacher-Student Relationships.	Due to significant staffing changes the Tell Them From Me survey wasn't completed this year and therefore comparative data was not available.



## Strategic Direction 3: Whole School Processes and Practices

### Purpose

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

### Initiatives

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

- Collaboration
- Communication

### Resources allocated to this strategic direction

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**Socio-economic background:** \$143,000.00

**Low level adjustment for disability:** \$80,444.36

**School support allocation (principal support):** \$13,954.00

### Summary of progress

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#### Collaboration

Considering staff PDPs along with strategic directions and school targets, a Meeting Agenda Plan and Professional Learning Plan were developed. These plans focused on providing relevant researched based professional learning to improve literacy and numeracy outcomes for students and included a strong focus on Visible Learning. Learning Support Team staff worked collaboratively with class teachers and families to develop Personalised Learning and Support Plans (PLSP) for students with additional learning needs.

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

In 2023 in this initiative, we will continue to work on systems and process that support collaboration across all areas of the school..

#### Communication

In 2022 we streamlined our communication methods for both staff and our parent community. Within school communication, the continued use of Microsoft Teams for all staff information, resources and organisation was strengthened. For communication with our school community, we utilised our school Facebook page and Class Dojo..

Our Grahamstown Public School Teams page continued to support staff and was successful in ensuring all staff had access to information from any location. 99% of our parents were connected to Class Dojo and feedback from them indicated that they saw this as a valuable and effective way to communicate with their class teacher as well as whole school communications. Regular communication on our Facebook page and through Dojo meant that parents were well informed about upcoming events in a timely manner. Our data indicated that parents were very satisfied with our communications.

Next year in this initiative, we will use SENTRAL parent portal as our primary communication tool with parents as Dojo will not be supported by the Department of Education. We will also transition to cloud based storage as part of the Files Anywhere initiative, further improving connectivity and communication for staff.

### Progress towards achieving improvement measures

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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><b>Improvement as measured by the School Excellence Framework:</b></p> <p><b>Learning Domain</b></p> <ol style="list-style-type: none"> <li>1. Learning Culture to Excelling</li> <li>2. Wellbeing to Excelling</li> <li>3. Assessment to Excelling</li> <li>4. Student Performance Measures to Sustaining and Growing</li> </ol> <p><b>Teaching Domain</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice to Excelling</li> <li>• Data Skills and Use to Excelling</li> <li>• Learning and Development to Excelling</li> </ul> <p><b>Leading Domain</b></p> <ul style="list-style-type: none"> <li>• Management Practices and Processes to Excelling</li> </ul>	<p>As a result of significant staffing changes the school did not achieve these targets, and the school is currently assessed at delivering in all the areas except Student Performance Measures where we are assessed at Working Towards Delivering.</p> <p><b>Learning Domain</b></p> <ol style="list-style-type: none"> <li>1. Learning Culture - Delivering</li> <li>2. Wellbeing - Delivering</li> <li>3. Assessment - Delivering</li> <li>4. Student Performance Measures - Working Towards Delivering</li> </ol> <p><b>Teaching Domain</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - Delivering</li> <li>• Data Skills and Use - Delivering</li> <li>• Learning and Development - Delivering</li> </ul> <p><b>Leading Domain</b></p> <ul style="list-style-type: none"> <li>• Management Practices and Processes - Delivering</li> </ul>
<p><b>Achieve improvements in People Matter Survey in areas of:</b></p> <p>Communication and Change management - uptake of 18%</p> <p>Teamwork and Collaboration - uplift of 15%</p> <p>Wellbeing, Health and Safety - uplift of 11%</p>	<p>The People Matters survey wasn't completed this year and therefore comparative data was not available.</p>
<p><b>Achieve improvements in data from Tell Them From Me Survey:</b></p> <p><b>Teachers:</b></p> <ol style="list-style-type: none"> <li>1. Collaboration - uplift of 8%</li> <li>2. Data informs Practice - uplift of 5%</li> </ol> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• Parents are Informed - uplift of 8%</li> </ul>	<p>Due to significant staffing changes the Tell Them From Me survey wasn't completed this year and therefore comparative data was not available.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Monetary support for essential needs to support equity of access to curriculum and wellbeing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported in their schooling.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support students for equity of access.</p>
<p>Integration funding support</p> <p>\$169,302.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grahamstown Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were effectively supported to engage with curriculum to empower learning progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students to access curriculum.</p>
<p>Socio-economic background</p> <p>\$480,760.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grahamstown Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Social and Emotional Wellbeing</li> <li>• Classroom Management</li> <li>• Collaboration</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Socio-economic background</p> <p>\$480,760.03</p>	<p>Staff were provided with professional learning and resources to support curriculum implementation for students of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing implementation of programs and collaborative support through professional learning.</p>
<p>Aboriginal background</p> <p>\$104,344.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grahamstown Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Social and Emotional Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• Professional opportunities for connection to Country experiences.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Connection to Country allowed staff to gain cultural understanding of the importance of connecting to Country for Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Authentic connections with families and community to empower Aboriginal students through personalised learning pathways.</p>
<p>English language proficiency</p> <p>\$5,630.66</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Grahamstown Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> SLSO support in withdrawing for additional support for grammar and punctuation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support students at their point of proximal development.</p>
<p>Low level adjustment for disability</p> <p>\$204,521.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Grahamstown Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Classroom Management</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$204,521.40</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased collaboration across stages to facilitate consistent classroom practice around mathematical problem solving.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increased engagement within mathematical problem solving and an increase in student understanding of mathematical language.</p>
<p>Professional learning</p> <p>\$28,814.20</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 Grahamstown Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Social and Emotional Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching numeracy and explore modelled, interactive, guided and independent numeracy activities.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Shoulder-to-shoulder support for staff and mentoring to increase the effectiveness of feedback within the classroom environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Feedback extended from the staff level to student peer-to-peer, reflective feedback to support student learning.</p>
<p>Literacy and numeracy</p> <p>\$40,260.29</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Grahamstown Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• teacher release to engage staff in Quality Teaching, Outstanding Learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Consistent use on Learning Intentions and Success Criteria within classrooms to support learning. Students were beginning to articulate their learning pathway.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Empower reflective practices in students to develop intrinsically motivated students.</p>
<p>QTSS release</p> <p>\$63,551.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grahamstown Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release</p> <p>\$63,551.31</p>	<ul style="list-style-type: none"> <li>• Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Empowered open communication with families and allowed the Assistant Principal Curriculum and Instruction to collaborate with staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increased collaboration amongst staff to improve cohesion of teaching practices.</p>
<p>COVID ILSP</p> <p>\$229,182.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• providing intensive small group tuition for identified students who were at risk of disengagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased skills and engagement of students in targeted lessons to empower their engagement when transitioning back to mainstream lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students who are at risk of learning deficits.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	148	159	164	166
Girls	162	158	164	152

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	92.1	90.9	86.4
1	91.9	94.3	90.8	85.2
2	93.8	94.3	90.1	84.7
3	93.7	94.1	90.6	84.4
4	93.4	93.0	90.3	86.1
5	91.2	93.6	90.6	85.2
6	90.1	93.0	90.4	84.7
All Years	92.4	93.5	90.5	85.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	13.33
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	4.92

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	319,601
<b>Revenue</b>	4,862,162
Appropriation	4,687,128
Sale of Goods and Services	59,980
Grants and contributions	113,795
Investment income	1,259
<b>Expenses</b>	-4,641,579
Employee related	-4,108,759
Operating expenses	-532,820
<b>Surplus / deficit for the year</b>	220,583
<b>Closing Balance</b>	540,183

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	169,990
<b>Equity Total</b>	795,257
Equity - Aboriginal	104,345
Equity - Socio-economic	480,760
Equity - Language	5,631
Equity - Disability	204,521
<b>Base Total</b>	2,765,852
Base - Per Capita	84,400
Base - Location	0
Base - Other	2,681,452
<b>Other Total</b>	493,672
<b>Grand Total</b>	4,224,770

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

As the school did not conduct the Tell Them From Me (TTFM) survey the school created an internal survey aligned to the TTFM framework of questions for parents, students and teachers.

### Parent satisfaction

According to the results from Internal survey. We believe that these results strongly reflect the disruption caused by COVID restrictions in school.

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

- 85% of parents would like to participate in workshops around how to support children's mental health and well-being and how to use technology as tools for learning
- The majority of our parents prefer face to face meetings, either informal or formal, with the school, or phone calls, to discuss their children.
- Most parents believe that emails or the newsletter is the best way for the school to communicate information about school events.

### Student Satisfaction

- 55% of students have a positive sense of belonging - this presents a slight increase from 2020 but a significant reduction from the 2021 result
- 86% of students have positive relationships at school - a slight decrease of 3% from previous year.
- 74% of students have positive behaviour at school
- 73% of students put in maximum effort at school.
- Over 80% of students believe that they use their learning time effectively and that learning is relevant to them
- Over 80% of students report that they have good relationships with their teachers, who expect them to succeed and provide a positive learning environment for them.

### Teacher Satisfaction

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

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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