

2023 Annual Report

Gravesend Public School



2068

Introduction

The Annual Report for 2023 is provided to the community of Gravesend Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Gravesend Public School

Gwydir St

Gravesend, 2401

<https://gravesend-p.schools.nsw.gov.au>

gravesend-p.school@det.nsw.edu.au

6729 7159

Message from the principal

Gravesend is the amazing school it is because of our students; they use learning goals and feedback to improve, and they self-reflect about their achievements and learning tasks. We are like one big family, sure we argue sometimes but generally, we all get along and want what is best for each other.

It is so nice when people visit, and they notice how well everyone gets along and plays together or helps each other in the classroom. Our students continue to strive for our school motto, 'always our best', thank you for being you and I look forward to another year of watching you grow and shine.

Our students took out the Best Idea Award at the Illuminate Challenge again this year, we made it to the semifinals for the Soccer Knockout against much bigger schools, we held our biannual Film Festival in Bingara, for the completion of our STEAM shared project for 2023 and we finally officially opened Gravo Grub and Gravo Games, let's have a round of applause for our students and their efforts.

To our families, you are your child's first teachers, and it makes us smile to know you are side by side with us on this journey, to support your children, thank you, and thank you for all the help you give our school with attending assemblies, helping with sports carnivals and working as part of the P & C.

To our staff, it takes a community to raise a child and it takes a team to run a school. I am blessed with a great team who also show up for our kids and they are here because they care. If you talk to any small school principal, the hardest thing when dealing with people in a school and one thing you always wish for is getting them to put in the effort, to go the extra mile, to do more. I can say without a shadow of a doubt, that is never a problem here at our school. Our staff will always do more, often at the last minute or on top of a whole list of other tasks.

Our staff are dedicated to this school, its students and their families. I know, if I am ever away, that they are handling things here, your children are being given an excellent education and they are being cared for. Our staff want the best for your child, for them to be safe and to enjoy being a kid, everyone at our school will always address the needs of the whole child, your child, every day. I thank you for trusting me with your most precious humans and I thank you for trusting them, our spectacular staff.

Jackie Todd-Principal

Message from the school community

On behalf of the P&C, I would like to pass on our sincere thanks to Mrs Todd, Miss Kay, Miss Atkins, Mr Byrne, Mr Mac and Mrs Buggy. To Dean our General Assistant, thank you for your efforts over the year. Our garden is so beautiful & our children are very fortunate to have such a pretty oasis to learn & play in.

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

Loretta Brown-President

Message from the students

In 2023, we as School Leaders, had a fantaastic year at Gravesend Public School.

Some highlights include:

- We finally had the official opening of Gravo Games and Gravo Grub, our student businesses.
- The athletics relay team made it to State and came 8th in the whole of NSW.
- Gravo took out the top idea at Illuminat Challenge, 2nd time running.
- We participated in and hosted the Solar Homes STEM Project in partnership with Sammat education.

Elly & Maggie



Class of 2023!

School vision

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

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

School context

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

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

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

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

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

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

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

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

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data informed practice
- Assessment

Resources allocated to this strategic direction

Low level adjustment for disability

Socio-economic background

Per capita

Aboriginal background

QTSS release

AP Curriculum & Instruction

Summary of progress

Data-informed Practices (DIPTs)

Progress/Impact: All students have demonstrated growth in English and maths. PLAN data has been used side by side with NAPLAN data to inform the next round of DIPs (data-informed Practices).

All staff have engaged with the new syllabuses and contextualising the work with schools current best practice. Staff will continue to attend PL on the new syllabus documents as they are dropped to the public.

Collaborative programming has proven very helpful by sharing the load and having a cross check of the work that has been complete. It was assessed for practicality and effective implementation.

Students are more engaged and staff evaluate practices more frequently and seek areas for improvement independently as well as part of a staff. There is less stress about covering the NESA hours as units are integrated and outcomes are tracked.

Next steps: In partnership with Croppa Creek PS, shared processes will continue across schools into 2024, in the areas of teacher capacity building, lesson observations, programming and feedback. The school is looking to utilise the QTR foundations to inform process and procedure. Continue DIPTs across the school addressing curriculum areas of identified need from data triangulation and seek to refine and improve our assessment strategies and schedule across the school.

Additional Support

Progress/Impact: Continual growth has been identified through PLAN data based on student withdrawals for small group tuition. Students retain greater amounts with multiple opportunities to cover the content provided. Teacher capacity has increased with collaborative observation strategies across schools and cohesion with weekly topics that provide multiple opportunities for students to learn and revise set topics.

Next steps: Continue small group tuition into 2024, using PLAN data as majority focus to identify teaching target areas. Chosen focus feedback strategies are now BAU and across school systems for lesson observations are underway.

Attendance

Progress/Impact: The school used consistent understanding of roll marking procedures and provided effective PL for staff so the school maintained better tracking and monitoring of student attendance data so that the school can ensure policy and procedures for attendance are maintained and refined. The school surveys family's annually to seek ways to improve service and encourage better attendance. Student voice decides the method of rewarding attendance at school.

Next steps: Staff have annual access to updated roll marking PL that is part of the annual mandatory training schedule

at the school. Students have decided to have \$0.50 awarded to every student who has attended every day, each week. This play money enhances wellbeing systems and provides students with a reward for their efforts at the end of each term when they spend the money in the 'School Shop'.

Internal and external assessment

Process/Impacts: All students demonstrate reading and numeracy growth and achievement from Term 1 to Term 4, using PAT, NAPLAN and PLAN2 as key data points. Testing indicates 77% of students achieving growth at or above expected results. Consistent growth is evident across KLAs in PAT, NAPLAN and PLAN data samples. Continued triangulation of areas for development occurs in weeks 5 and 10 each term for forward planning. These systems are established and part of annual PL at staff meetings.

Next steps: The school has maintained steady progress towards all goals this year with some documentation needed to finalise processes across schools and further solutions to be investigated into next year to support capacity building in Effective Assessment which will be accessed through the LEED team. We will implement QTR across schools and develop strategies that reduce isolation and access for effective lesson observations to occur.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Attendance</p> <p>The school will monitor and maintain an attendance rate equal to or better than 91.3%.</p>	<p>Gravesend Public School has maintained rate of 80% of students attending above 90% of the time.</p>
<p>Expected Growth:</p> <p>Students cohorts can demonstrate improved reading and numeracy scores compared to 2021 and 2022 cohorts, using Literacy Progressions as a key data point.</p>	<p>All student cohorts have demonstrated improvement in reading scores compared to previous years. 77% of students are achieving at or above expected results, using the learning progressions.</p>
<p>Expected Growth:</p> <p>Students cohorts can demonstrate improved reading and numeracy scores compared to 2021 and 2022 cohorts, using Numeracy Progressions as a key data point.</p>	<p>All student cohorts have demonstrated improvement in numeracy scores compared to previous years. 74% of students are achieving at or above expected results, using the learning progressions.</p>

Strategic Direction 2: Evidenced-Based Teaching and Leadership

Purpose

The school uses research, evidenced-based teaching & learning strategies and innovative thinking in designing and implementing school planning that successfully delivers ongoing, measured improvement in student progress and achievement. Collaboration and learning alliances across schools are evident and capacity building across schools occurs.

Initiatives

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

- Evidence-based Wellbeing
- Collaborative Learning & Practice

Resources allocated to this strategic direction

Professional learning

Location

Summary of progress

Evidence-based Wellbeing

Progress/Impact: The school addresses the needs of the whole child, it has supported learning needs by integrating programs that meet the social and emotional development needs of the whole school and match the data against the Positive Behaviour for Learning (PB4L) framework and incorporate other programs to assist with explicit teaching of wellbeing, You Can Do It! (YCDI!), Growth Mindset & Physical Literacy). All students wellbeing growth can be tracked through the TTFM survey and school established alternative survey then reinforced by home to school relationships and understanding of schools processes as evidence by parent feedback surveys, 100% of surveys submitted state we provide a high level of service and communication to our school community. 90% of students feel a sense of Belonging, High expectations and Advocacy at school.

Next Steps:

Continue to trial the student leadership modules into 2024. Complete the PB4L Tiered Fidelity Tool and continue to revise the whole school behaviour matrix for finalisation in 2024. Put up visuals to model expected behaviours around the school that match the school behaviour matrix.

Science, Technology, Engineering, Arts and Maths (STEAM)

Progress/Impact:

All STEAM programs incorporate literacy and numeracy and are developed to be accessed digitally from 2024. There is an ongoing commitment with Croppa Creek PS to begin to build additional processes to support collaborative learning across schools. Other opportunities to work across schools are being identified. Students actively engaged with the learning and develop life skills that can be applied to other Key Learning Areas (KLAs), build capacity in real life applications and establish career pathways for the future. Culmination events are successful and reward student effort, they are highly participated in by parents with 25-68% attending school events to celebrate student achievement across schools who participate in shared STEAM projects. 100% of annual parent surveys submitted support ongoing collaborative learning groups. Outcomes, attendance, life skills and connections to other learning has improved.

Next Steps:

Seek an alternative provider for robotics PL refresher to provide ongoing workshops in the use of spheros, ozobots, beebots and algorithmic thinking supporting by block coding. Collaborative learning groups will continue with an additional focus on healthy/whole foods through growing our own foods to be used in collaborative learning groups. Continue to encourage other schools to join the Shared Projects Teams and find solutions to isolation and across school delivery to support more schools in the network. Seek external expertise and individuals with field experience to support yearly STEAM projects. Create documentation and additional T & L programs that can be run digitally and supported from alternative sites that match the agreed S & S.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Positive Behaviour for Learning (PB4L)</p> <p>75% of staff complete Tier 1 PL in Positive Behaviour for Learning, Online modules.</p> <p>TTFM student wellbeing data is at 90% or above in the three areas, Advocacy, Success and Belonging.</p> <p>Student learning results are monitored through learning goals, feedback and building of visible learning strategies to develop capacity to lead 3-way interviews by 2025.</p>	<p>100% of staff have completed Tier 1 PB4L PL. TTFM wellbeing data is at or above 89% in the three areas. Student learning goals are applied as WALTs and WILFs and structured into 3-way interviews and Personalised Learning Pathway (PLP) processes.</p>
<p>Project-Based Learning (ProBL) (STEAM)</p> <p>Project-based Learning is implemented across the school through STEAM and shared project across schools are identified and shared programming has commenced.</p> <p>2-year cycle of STEAM units is agreed upon and programming has begun on 1 shared unit of work.</p> <p>Collaborative Learning programs are implemented and current focus is to build capacity and sustainability of the skills focused on.</p>	<p>Shared STEAM projects are decided on in a 2-yr scope & sequence shared across the network. Further support is needed for Project-based Learning (ProBL) to support delivery of programs by teachers who have not attended the PL.</p> <p>Sustainability is being established by developing digital programs in Teams that can be delivered remotely and shared across classes. Visual Literacy & Film making, Young Entrepreneurs Market Day and Natural Disasters are completed.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$15,095.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gravesend Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Learning & Support program implementation. <p>The allocation of this funding has resulted in the following impact: Students with additional learning needs received support from School Learning Support Officer (SLSO) during small group tuition.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide SLSO support to students with additional learning needs through learning goals and working collaboratively with the Learning & Support Teacher.</p>
<p>Aboriginal background</p> <p>\$7,961.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gravesend Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans (PLPs) • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: 57% of Aboriginal students are achieving at or above stage level in line with their peers in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional support to Aboriginal students through learning goals, PLPs and working collaboratively with the Learning & Support Teacher.</p>
<p>Low level adjustment for disability</p> <p>\$29,290.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Gravesend 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"> • Data informed practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of a needs-based learning and support program in which

<p>Low level adjustment for disability</p> <p>\$29,290.62</p>	<p>staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students</p> <p>The allocation of this funding has resulted in the following impact: Students with additional learning needs received additional support from SLSO and LaST during small group tuition.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide SLSO and additional LaST support to students with additional learning needs through learning goals and working collaboratively with the Learning & Support Teacher.</p>
<p>Location</p> <p>\$11,835.01</p>	<p>The location funding allocation is provided to Gravesend Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Learning & Practice <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 <p>The allocation of this funding has resulted in the following impact: All students have been able to participate in learning that goes beyond their own school and be part of a shared STEAM projects across a community of schools.</p> <p>After evaluation, the next steps to support our students will be: Continue to subsidise student excursion costs so students can continue to build relationships beyond their small school and participate in collaborative learning experiences.</p>
<p>Professional learning</p> <p>\$9,239.06</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gravesend Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging additional staffing to unpack evidence-based approaches to wellbeing and collaborative learning across schools. <p>The allocation of this funding has resulted in the following impact: Staff and students participated in capacity building during a shared STEAM projects where small schools combined together to run workshops for staff and students.</p> <p>After evaluation, the next steps to support our students will be: Continue capacity building across schools for students and incorporate Quality Teaching Rounds to focus on teacher capacity building.</p>
<p>QTSS release</p> <p>\$3,787.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gravesend Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$3,787.78</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: The new curriculum provides an opportunity to reflect on teaching practice across the school and gives room for the discussions about how to initiate change to improve outcomes for all students.</p> <p>After evaluation, the next steps to support our students will be: Conintue to focus school funding to employ additional staff to support the learning needs of all students and to affect change with the new curriculum.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</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 intensive small group tuition for identified students who were achieving below stage level in English and maths. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals, in consultation with families.</p> <p>After evaluation, the next steps to support our students will be: Utilisation of Mini-Lit program to provide a strategic and sequenced program to target students still working below stage level in English. SLOS will be employed to work collaboratively with LaST to adapt student learning goals in line with the MIni-Lit program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	9	7	10	9
Girls	14	14	11	12

Student attendance profile

School				
Year	2020	2021	2022	2023
K	86.2	83.5	89.6	86.1
1	87.0	95.5	90.5	88.3
2	91.3	89.6	100.0	85.0
3	94.8	93.3	94.0	91.9
4	96.3	95.5	95.2	93.9
5	95.7	96.6	100.0	91.3
6	96.1	95.9	97.1	96.1
All Years	92.8	91.9	93.4	88.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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.



Excursion to Stahmann Pecan Nut Farm

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.79
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	52,348.17
Revenue	1,034,214.93
Appropriation	925,619.04
Sale of Goods and Services	292.20
Grants and contributions	103,961.89
Investment income	4,341.80
Expenses	-896,147.45
Employee related	-617,571.46
Operating expenses	-278,575.99
Surplus / deficit for the year	138,067.48
Closing Balance	190,415.65

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	52,348
Equity - Aboriginal	7,962
Equity - Socio-economic	15,096
Equity - Language	0
Equity - Disability	29,291
Base Total	588,104
Base - Per Capita	5,465
Base - Location	11,835
Base - Other	570,804
Other Total	61,927
Grand Total	702,380

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



Excursion to Vitonga Orange Farm

Parent/caregiver, student, teacher satisfaction

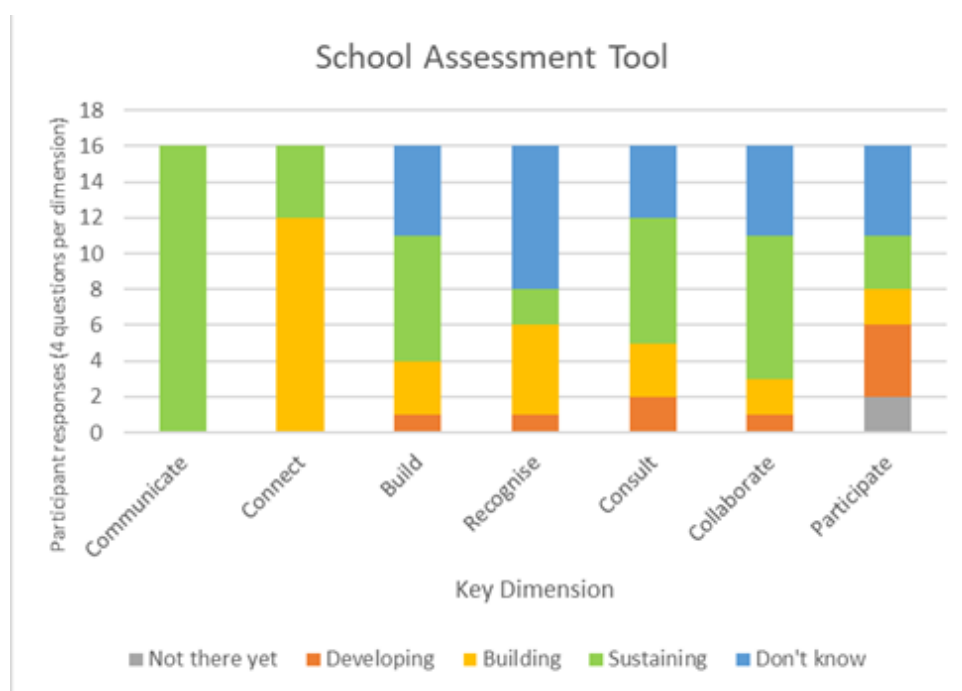
Gravesend Public School families and community maintain a high level of positive feedback to the school with areas for improvement being: More students at the school, ensure we continue current school programs the two main topics in improvement suggestions. Feedback is collected in our Annual Surveys.

The National School Improvement Tool will be used with community biannually for collecting feedback on our delivery. The School Assessment Tool primary focuses on community involvement in the school and community led initiatives. This survey will be conducted every 4 years in partnership with our Parent & Citizens Committee.

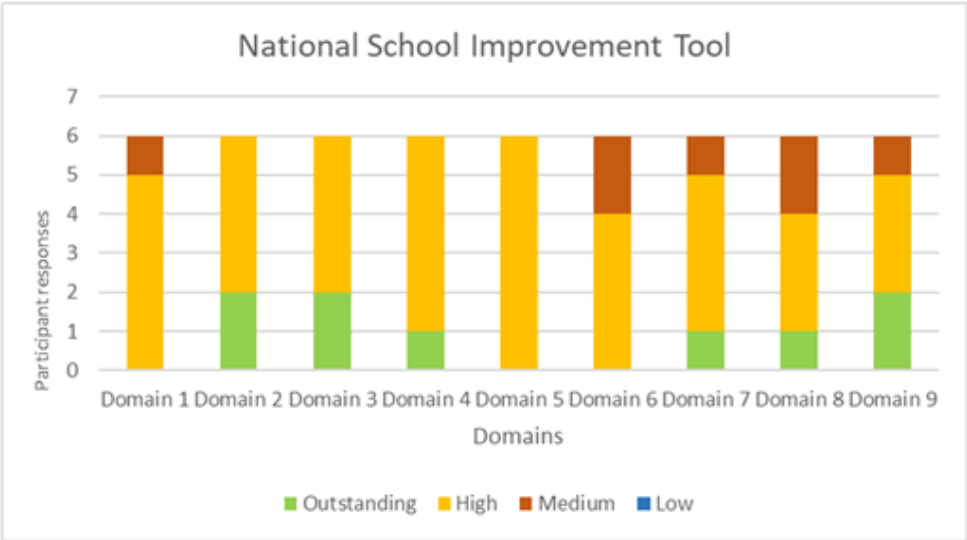
Of **School Assessment Tool** surveys returned, families agree that communication, build community and identity, consultation on decision making as well as collaboration beyond the school are all being sustained. The key dimensions of connect learning at home and at school as well as recognise the role of the family are all building, and participation is developing.

Of the **National School Improvement Tool** surveys returned, families agreed the school demonstrates a capacity at high across all domains. Feedback is graded low, medium, high and outstanding.

- Domain 1-An explicit improvement agenda.
- Domain 2-Analysis and discussion of data.
- Domain 3-A culture that promotes learning.
- Domain 4-Targeted use of school resources.
- Domain 5-An expert teaching team
- Domain 6-Systematic curriculum delivery
- Domain 7-Differentiated teaching and learning
- Domain 8-Effective pedagogical practices
- Domain 9-School-community partnerships



School Assessment Tool feedback from families and community.



National School Improvement Tool feedback from families and community.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Cultural Diversity

To support and promote cultural diversity, our school will:

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

Next Steps: We will continue to look more deeply into what is culture and how we can continue to promote and support the development and idea of culture at our school. We will continue to ensure learning gaps are addressed. Aboriginal Education is a priority for our school with 40% Aboriginal enrolment and 50% of those students achieving at or above their peers in all academic areas.

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.



Having some fun!