School context

Griffith North Public School (GNPS) has an enrolment of 390 students with 15 classes and an Early Learning Support Class. There are 15 nationalities and 10% of our school population are Aboriginal students.

A strong partnership exists between student, staff and parents. GNPS is committed to achieving high student outcomes through the development and provision of quality educational programs. The school caters for the learning needs of all students and recognises and celebrates student achievement.

GNPS aims to provide an engaging learning environment where students care, show respect and are responsible. Our mission is to inspire lifelong learning in our students to become positive and resilient participants in school and society.

GNPS is privileged to have such dedicated and professional staff who are to be congratulated on their commitment to providing excellent educational experiences for students at our school. The staff are supported by an enthusiastic and involved parent community whose assistance ensures that we are able to continue to provide learning programs and resources for our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Susan Bourne
Principal

P & C Message

P & C have had a great year raising lots of money for all the students at Griffith North Public School. Through everyone’s hard work we have raised over $8000.

In April we held a Family Fun/Open Day. It was the first of its kind for P & C and I am happy to say it was a success raising close to $3000. It was a wonderful team effort with many of people helping out to make it such a success.

Parents and students helping out at our Family Fun Day
Our Lamington Drive in July was a huge success once again and raised over $5000. It is a wonderful fundraiser as it brings many parents and grandparents together and we all have fun making the lamingtons. Thank you to everyone who helped over the couple of days; it would not be such a success without each and every one of you!

Parents making Lamingtons in the hall

The PSSA athletics carnival was hosted by Griffith North this year and P&C organised and retained the profits from the canteen on the day. The carnival canteen raised $1000 for Griffith North students.

Thank you to Meg Taipaleti, for once again organising the Crazy Camel Fundraising Products, which are practical and a lovely keepsake for families.

The Schools Carols by Candlelight was P&C’s last fundraiser for the year. It was a fun night for people to spend with their families and I hope everyone enjoyed it.

With all of our fundraising for 2013 P&C have supported the purchase of 36 tops for students to wear at various sporting events. We have also contributed to the Reading Eggs Program, which students have access to on their home computers.

P&C have refurbished the sandpit in the infant’s playground, purchasing the soft fall edging and sand to make it a fun area for K – 2 students to play in. The Tossball Tower has also been added to the infant’s playground through P&C fundraising.

Thank you to Miss Bourne for your help in all of our fundraising and purchasing for the year and our front office ladies; you are always friendly and willing to help us in any way we need.

Thank you to our school canteen ladies, Paulina and Adele, for the smooth day to day running of the canteen. A special mention to Leanne Roser for all of your time and effort spent on the canteen’s books and accounts. This really is a time consuming job and we thank you for your precision.

Thank you to all executive and committee members for 2013, we have seen lots of new faces which are really lovely. We welcome all new members to come along to our meetings. It is a great way to become informed with what’s going on in the school environment as well as meeting other parents. Our meetings are very relaxed and whether you can help a little or a lot, it is all appreciated and benefits all of our children.

I would now like to thank Gloria Ziliotto and Donna Snaidero. Both Gloria and Donna have been ongoing members of P&C for a number of years; this is their last year at Griffith North and as their children move onto high school we thank them for their dedication and wish them well in the future.

Thank you! We look forward to another year of fundraising next year. Hope everyone has restful and safe holiday!

Tamara Minato

P&C President
School Council message

The GNPS School Council had another productive year in 2013.

We had an ongoing battle with Griffith City Council regarding parking issues and bus zones at the school. The situation is now completely resolved and the outcome was very positive for GNPS.

The council met monthly to provide guidance and support to staff and students.

We also assisted in the P and C fund raisers and school end of year presentations.

Sadly we have had to say goodbye to two of our long serving members, Sandra Woolnough and Jenny Tyrrell. The council will campaign for their replacements in 2014.

We look forward to another year supporting this great school.

Mark Carroll

President GNPS School Council

Student representative’s message

The school leadership team for 2013 enjoyed some great experiences and had lots of fun whilst learning new things.

The badge assembly was held in Term 1 Week 4, when we received our badges for our roles. We have worn these badges with pride ever since.

In Term One we went to Sydney, with other school leaders from the area, for the Young Leader’s Conference. At the conference there were over 6000 students from Public Schools in NSW. We all went there to learn about all the good qualities of a great leader. It was great and everyone enjoyed their experience.

A few weeks later we marched down Banna Avenue to celebrate Anzac Day. We as captains had the honour to place a wreath at the cenotaph. This memory will stay with us forever.

Throughout the year we have had to organise Monday morning readings and prepare captains and prefects reports for Tuesday assemblies. These were just some of the speeches we had to do.

In Term 3 students from K-6 participated in our “Go with the Flow” concert. It was a great experience for everyone to perform in front of a large audience. Every class did very well and had a great time.

During the year the SRC have been working on organising discos and many other things for K-6 students. We also tried to save some money for new playground equipment.

We as captains, will never forget the memories of leading our school and being able to help others at any time. Thank you for giving us this great opportunity and we wish all the new leaders the best and hope they will enjoy it as much as we have!

Brock Potts and Alex Geddes

2013 GNPS Captains
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
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</tr>
<tr>
<td>3J</td>
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<td>3Y</td>
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<td>24</td>
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<tr>
<td>K</td>
<td>12</td>
<td>23</td>
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</tr>
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</table>

Management of non-attendance

GNPS does not currently have any non-attendees. The management of poor attendance is monitored by the classroom teachers and then the principal is notified of any students who have a concerning attendance record. The strategies for managing this are:

- student and parent interviews with principal;
- reviewing the appropriateness of the student’s educational program;
- referral to the school counsellor or outside agencies;
- support from school based personnel; and
- referral to the Home School Liaison Officer.

Students engaged in their learning at GNPS
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The staff of Griffith North Public School are committed to providing a safe and happy environment where quality teaching and learning is the goal.

The teaching staff is supported by a dedicated team of school administrative and support staff (SASS).

Workforce composition

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Community Language Teacher</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
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<tr>
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<tr>
<td>Total</td>
<td>22.59</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The Indigenous composition of staff at Griffith North Public School is 5%.

Staff retention

There were a few staff changes throughout 2013 at GNPS. They were;

- Mrs. Denise Higgins took 12 months leave without pay; and
- We welcomed Miss Natalie Mayberry to GNPS, teaching 1/2M for the year.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<thead>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>503714.39</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>155364.23</td>
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</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

Students enjoying reading at GNPS
School performance 2013

Choir and KROP (Kids Rapt on Performing)

What a great year for the choir and KROP! Due to an overwhelmingly positive response from interested students, it was necessary to audition members at the start of the year. From these auditions, we were able to form a 50-voice school choir and a 40-voice KROP choir (with many students belonging to both groups).

The choir rehearsed every Monday, and our performance schedule included appearances at:

- The launch of Education Week at Griffith Central shopping centre
- Education Week assembly at GNPS
- Leeton Eisteddfod, where we won 2nd place against some quality opposition
- Careri’s garden as part of the Griffith Festival of Gardens
- Christmas celebrations at Griffith Central
- Griffith Carols by Candlelight, where we accompanied several fantastic solo artists, and performed with a live band

In Term 2 our choir successfully auditioned to be part of the KROP concerts at the Griffith Regional Theatre during Education Week. We sang Cartoon Heroes, accompanied by some great moves and choreography. Coordinated by Mr Pendlebury and Miss Mason, this group performed for around 2000 people over four concerts.

A big thank you to all our choir performers, and their parents who lent their valuable support and time.

School Concert 2013

For the K-6 concert in 2013, the theme was “Go With the Flow”. This year was the International Year of Water, and as water is such an important resource in our local area, we decided to use this for the theme of our concert in September. The concert coordinator was Lisa Allen and the committee members were Susan Bourne, Deanne Matheson, Helen Morel, Jodie Mason and Robyn Delves.

Classes practised and performed items related to the many and varied uses of water in our daily lives. The students had an opportunity to present a variety of items that showed their many and varied talents. These included singing, dancing, signing, skits, plays and percussion. The children were involved in the process of making and organising the costumes and props for their items.

3Y Performing at our School Concert “Go With the Flow”

This year the concert was held at the Griffith Regional Theatre. It was a fabulous venue which allowed the children to be a part of the full range of experiences involved with a production in a professional arena. The stage, large audience space, professional lighting and sound meant that the children were both nervous and very eager to perform. It was an experience that was exciting and enjoyable for both students and parents. The video that was produced will mean that families can remember and enjoy the experience for many years to come.
Spelling Bee

GNPS students have been active participants in The Premier’s Spelling Bee Competition since its inception in 2004. It continues to provide a fun and educational way for our students to engage in spelling.

This year our junior representatives at the Griffith Regional Final were Talina Driti and Jamie Tapner who both performed admirably. In the senior section Anika Hussain and Jonah Fatafehi achieved outstanding results, with Anika being the overall winner going on to represent GNPS and the Griffith region at the State final in Sydney.

Anika participated in the State Final of the Premiers Spelling Bee and came sixth out of 44 students across the state. This was an outstanding achievement.

Public Speaking

Participation in the Multicultural Public Speaking Competition is a means of heightening awareness of multicultural issues both within and beyond our school community. It encourages students to develop confidence with public speaking and speech writing.

In 2013 GNPS students again successfully competed in the Multicultural Public Speaking Competition. In the junior section our school representatives at the Griffith regional final were Jemimah Brooker and Samuel Payne. In the senior section GNPS was represented by Alyce Woodward and Andria Zanotto. Alyce was highly commended on her performance coming runner up overall at the Griffith regional final level.

Debating

The GNPS Year 5 and Year 6 teams participated in the NSW Premier’s Debating Competition during 2013. These debates were impromptu style and featured issues that were relevant to students and encouraged them to think about the world within which they live. The Year 6 team won their zone competition but were knocked out in the next round against the team that went on to win the regional level.

The Year 6 team also competed in the Local Schools’ Debating Competition, which featured prepared debates. They competed in and won the final which took place at the local shopping centre during Education Week.

Sport

Sport is an important part of school life at GNPS. The first major carnival in 2013 was the swimming carnival in February with Kooba house winning.

For the cross country, students travelled to Lake Wyangan and ran around the lakeside cross country course. The winning house for cross country was Kooba. The next major sporting carnival was athletics at West End Oval. The winning house was Kooba. In all of our major carnivals the students participated keenly and did the best they could on the day. Griffith North also hosted the Griffith Zone athletics carnival in 2013. Our school ran a wonderful carnival and it was a very successful day.

Our school also took part in numerous State Knockout Competitions. We entered and fielded teams for cricket, touch football, soccer, tennis, netball, Aussie Rules, rugby union and rugby league.
A large number of students from Griffith North Public School gained selection into Riverina sport teams;

- **Riverina Soccer** – Andria Zanotto
- **Riverina Rugby Union** – Blake Wood, Ryan Pratt, Bryn Francis, Zeke Ingram, Keedan Ingram, Bradley Hutchinson, Anthony Sloane, Brock Potts and Tapu Apulu Sio.
- **Riverina Swimming** – Maddison Casey, Declan Owers, Lily-Belle Misiloi, Rebecca Girdler and Emma Woolnough
- **Riverina Touch Football** – Andria Zanotto and Emma Woolnough
- **Riverina Athletics** – Andria Zanotto, Maddison Casey, Rebecca Girdler, Emma Woolnough, Toutai Havea, Talina Driti and Noel Barone-Schoots
- **Riverina Tennis**- Natalie Gibbs and Tristan Gibbs
- **Riverina Netball** – Noel Barone-Schoots and Emma Woolnough
- **Riverina Rugby League** – Ioane Saula and Blake Wood
- **Riverina Cross Country** – Andria Zanotto

Griffith North also took part in the Premier’s Primary School Sport Challenge (PPSSC). This program aims to engage young people in sport and physical activities and encourages them to lead healthy, active lifestyles.

The Challenge involves primary school classes participating in a ten week sport and physical activity challenge. Classes accumulated time spent in a broad range of sports and recreational pursuits during lunchtime, in school sport programs, class time, after school or in weekend physical activity.

The sporting challenge made students more aware of how much, or how little, physical exercise they do each day. The students at GNPS achieved an overall 'GOLD' average during Term 2 and 3. This equates to 60 minutes of physical exercise per day. The school used this year’s Premier’s Primary School Sport Challenge funding to employ local tennis coach, Cheryl Rawle. Cheryl came to the school over a ten week period and taught tennis to all the students at Griffith North.

At Griffith North we believe that learning to swim is an extremely important part of growing up. During Term 4 over ninety students were given structured swimming lessons as part of school sport. We hope these students learned a lot and continue to practise swimming.

Each Friday, the students at Griffith North are offered a wide range of sports. There is an emphasis on learning skills and then implementing those skills into games. In the warmer months of Term 1 and Term 4, the students are given the opportunity to play indoor venue sports such as basketball, volleyball, badminton, karate, gym fitness and ten pin bowling. In Term 2, students are taught the various athletic skills and rules in the lead up to our school athletics carnival. Students learn the skills and rules of discus, shot-put, long jump, high jump and the various running events, e.g. 100m, 200m and 800m.
Major School Award Winners 2013

Our major award winners for 2013 were presented with their special certificates and trophies at GNPS Presentation Day held on Wednesday 11th December at the Regional Theatre.

- **Dux of Griffith North Public School:** Andria Zanotto
- **2012 Citizenship Award Winner:** Alex Geddes
- **Director’s Award:** Anna Robinson
- **Sportsperson of the Year:** Andria Zanotto and Emma Woolnough

**Academic achievements**

*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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**NAPLAN Year 3 – Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, 49 Year 3 GNPS students sat for the NAPLAN Literacy Tests.

- 60% of our Year 3 students achieved Bands 4 to 6 for reading compared to 71% across the state, 60% for schools in the Riverina and 66% in our school group area Riverina West.
- 65% of our Year 3 students achieved Bands 4 to 6 for spelling compared to 72% for the state, 60% for schools in the Riverina and 68% in our school group area Riverina West.
- 81% of our Year 3 students achieved Bands 4 to 6 for writing compared to 77% across the state, 64% for schools in the Riverina and 75% in our school group area Riverina West.
- 64% of our Year 3 students achieved Bands 4 to 6 for grammar and punctuation compared to 75% across the state, 66% for schools in the Riverina and 69% in our school group area Riverina West.

**Reading-NAPLAN Year 3**

![Percentage in bands: Year 3 Reading](image-url)
In 2013, 49 Year 3 students sat for the NAPLAN Test. In numeracy in Year 3, 51% of our students scored in the top three bands for overall numeracy compared to 68% across the state, 58% for schools in the Riverina and 62% in our school group area Riverina West.

Numeracy – NAPLAN Year 3
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, 65 Year 5 GNPS students sat for the NAPLAN Literacy Tests.

- 58% of our Year 5 students achieved Bands 6 to 8 for reading compared to 66% across the state, 55% for schools in the Riverina and 52% in our school group area Riverina West.
- 63% of our Year 5 students achieved Bands 6 to 8 for spelling compared to 65% for the state, 52% for schools in the Riverina and 53% in our school group area Riverina West.
- 46% of our Year 5 students achieved Bands 6 to 8 for writing compared to 53% across the state, 39% for schools in the Riverina and 37% in our school group area Riverina West.
- 69% of our Year 5 students achieved Bands 6 to 8 for grammar and punctuation compared to 64% across the state, 53% for schools in the Riverina and 51% in our school group area Riverina West.

Reading-NAPLAN Year 5

Spelling-NAPLAN Year 5

Grammar and Punctuation-NAPLAN Year 5
NAPLAN Year 5 - Numeracy

In 2013, 65 Year 5 students sat for the NAPLAN Test. In numeracy in Year 5, 49% of our students scored in the top three bands for overall numeracy compared to 54% across the state, 43% for schools in the Riverina and 40% in our school group area Riverina West.

Numeracy-NAPLAN Year 5

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<th>Bands</th>
<th>Percentage of students</th>
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<tr>
<td>4</td>
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<td>6</td>
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<tr>
<td>7</td>
<td>15%</td>
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<td>8</td>
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Average progress in Numeracy between Year 3 and 5*

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Average progress in Spelling between Year 3 and 5

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Average progress in Grammar & Punctuation between Year 3 and 5*

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<td>SSG</td>
<td>101.1</td>
<td>79.2</td>
<td>83.9</td>
<td>77.6</td>
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<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
<td>81.3</td>
<td>79.4</td>
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Progress in writing

Significant programs and initiatives

Aboriginal education

All students at GNPS participate in lessons that are designed to educate them about Aboriginal history, culture and contemporary Aboriginal Australia. The lessons are integrated in Human Society and its Environment (HSIE) lessons in all stages.

In 2013 we continued to employ an Aboriginal Education Worker. Kate Willis filled this position during Term 1 and Paul Simpson continued in the position for Terms 2, 3 and 4. The position was for three days a week.

This year GNPS was involved in a number of activities throughout the year which promoted Aboriginal students and culture. These include:

- celebrating NAIDOC week, with each class designing a banner to be displayed in the hall;

6M’s NAIDOC Week Banner

- 100% of Aboriginal students have personalised learning plans;

- close monitoring of attendance and student progress; and

- in Term 4 the Griffith District Indigenous Awards night was held. Eleven students received awards.

- GNPS continues to promote programs that educate all students about Aboriginal history.

Students celebrating NAIDOC Week
Multicultural education

There are 15 nationalities represented at Griffith North Public School. This emphasises the need to raise the students’ awareness of the diverse range of multicultural groups in Griffith.

Celebrating Harmony Day “A Taste of Harmony”

We celebrate the diversity of cultures in many ways however, the main focus is through multicultural education, particularly in Human Society and Its Environment (HSIE). All classroom teachers provide learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Students from non-English speaking backgrounds are targeted with appropriate learning intervention programs linked to classroom activities.

GNPS develops all children to have tolerance and respect for different cultures through an integrated curriculum.

This year GNPS celebrated Multicultural Education by participating in “A Tasty of Harmony” for Harmony Day. Students rotated around different classrooms and were given the opportunity to taste different food from other nationalities, such as Indian, Mexican, Tonga and many more.

Environmental Education

At Griffith North Public School we value environmental education and have developed a culture of environmental awareness amongst the student, staff and parent community.

In 2013, our Environmental club known as “The Green Mean Machine” has completed its third year. The club is made up of two representatives from each Year 1 to Year 4 class. Members are replaced each term to enable a participation rate of more than 70 students per year. The club meets once per week to work in the school garden and undertake a variety of environmental based activities. Students are provided with enriching and challenging experiences as well as significant learning opportunities.
The core focus of the club is to maintain our school vegetable garden and composting system. Fruit and vegetable scraps are collected in the classrooms to use for composting and to nourish the worm farm. The resultant compost and worm castings provide valuable fertilizer for the garden. Students look forward to eating the fresh produce they have grown themselves. Excess produce is sold within the school community and proceeds are used to buy further gardening supplies. Club members are also classroom advocates for environmental issues in general, e.g.; conserving electricity, minimising waste. In addition to school based activities each term, the members of the group make an environmental gift to take home. For example: Egg shell gardens, Mother’s day blossoms, Father’s day sprouting heads and lettuce seedlings.

**Schools Clean Up Australia Day**

Our school participated in Schools Clean Up Australia Day in **March 2013**. This involved every student in the school. Each class was given an area in or around the school grounds in which they needed to pick up any rubbish and place in official bags for collection by the Griffith City Council. Students participated with enthusiasm and felt a sense of pride and achievement at the completion of the clean-up.

**National Tree Planting Day**

During 2013, our school participated in National Tree Planting Day which is a Planet Ark initiative that encourages children to learn how to grow and care for plants. This year every class planted a tree or shrub near their classroom and then continued to water and care for their plant throughout the year. Contact with nature promotes the health and wellbeing of our students.

**EnviroMentors**

Classes from Year 1 to Year 6 attended the workshops. This year classes experienced the module titled: **Close the Loop** – students gained knowledge of correct recycling procedures and the positive benefits of these habits.

**Overall**

A focus has been to continue our schools involvement in community based environmental activities. During 2013, Griffith North Public School;

- Entered the GNPS citrus sculpture into the orange display in the main street during the Festival of the Gardens; and
- Entered produce from the school vegetable garden in the Local Agricultural show.
National partnerships and significant Commonwealth initiatives (participating schools only)

GNPS has been participating in the National Partnership Empowering Local Schools. The school received a tied grant of $50,000 last year. The school has used this grant to purchase the following items:

- Six L3 tables for all K-2 classes - $1200;
- Three Interactive Whiteboards for 3Y, 4A and 4M classrooms - $13,649;
- Sony Video Cameras - $627;
- Lamps for IWBs - $448;
- Professional learning for staff - $12,377.29;
- Maintenance of the primary playground - $1925;
- PM Readers - $1852;
- School Magazines - $2550;
- Marquee - $542;
- Furniture for classrooms - $340;
- Playground Vests - $397.27;
- Laptops - $3838;
- Books and equipment for starting school in 2014 - $5,873; and
- PBL Signs - $4,381.44 (2014)

Being part of Empowering Local Schools we have been trialing Learning, Management and Business Reform (LMBR), which began in Term 4, with Student Wellbeing, Finance and Student Management.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- surveying staff;
- surveying parents; and
- surveying students

Technology Evaluation

K/1V students using the IWB in class

Background

In Term 4, 2013, teachers (19), Year 2-6 students (64) and parents (32) responded to a survey to gauge the effectiveness of technology as a tool for engaging student learning.

Findings and Conclusions

- 84% of teachers were confident in their ability to use Information and Communication Technology (ICT) in the classroom and only 5% disagreed that ICT is an important learning tool;

Mrs Crawford and KC using the L3 Tables
The same percentage (84%) stated that they use a wide range of ICT resources such as computers, cameras, internet, IWB etc to assist students with their learning;

The majority of teachers (89%) confidently implemented the school's cyber safety policy and their effectiveness in doing this, was reflected in the students’ responses as 95% understood why they need to stay safe when using the internet and 92% know how to do this;

As ICT is rapidly changing, teachers listed a range of professional learning that they would like to improve their skills especially in the more effective use of IWB and other hardware. To assist us with our future directions in ICT, teachers suggested areas where ICT could be developed or improved; video technology, IWBs in all rooms, tablets, more desktop computers in the computer room and greater wireless coverage within the school were some of the areas listed;

100% of parents surveyed agree or strongly agree that using computers at school makes the students’ learning more enjoyable and 97% are aware that students use technology as part of their learning. The majority of parents (84%) accessed the school’s website to gain information about the school but it is concerning that 22% didn’t access it to see the achievements of the students; and

As over 90% of parents indicated that they would like to know more about the use of computers, the internet and cyber safety as part of the students’ learning program.

Recommendations

- To provide more professional learning for staff on a variety of topics to cater for the varying abilities in regard to technology;
- To hold a Parent Information Evening on technology so that parents can gain a greater understanding of technology, the internet and cyber bullying;
- To purchased three more IWBs so that all classes have access to these teaching tools;
- To promote our school website, so that more parents will access it; and
- To look at purchasing more software programs to support student learning.
Reading Evaluation

Background

Significant resources for teacher professional learning and for the implementation of programs to improve student reading comprehension outcomes have been provided over a number of years. 82% of teachers are trained in the Focus on Reading program or are trained in L3. The success of these Professional Learning programs and their implementation in classrooms required evaluation. All students from 3-6 were asked to complete an online questionnaire. The data from the first 100 students to reply was collated. All teaching staff were sent a questionnaire and 17 teaching staff returned surveys. Parents were given a pen and paper survey following a K-2 and 3-6 assembly and all parents were invited in the newsletter to complete a survey at the front office. 19 parents completed the survey. Finally, student comprehension results from the 2012 and 2013 NAPLAN tests were analysed.

Results

Students

86% of students agreed or strongly agreed that they enjoyed reading, 16% disagreed with this statement. 93% of students agreed or strongly agreed with the statement that their teacher helps them to understand what they are reading. 7% of students disagreed or strongly disagreed with this statement. 25% of students disagreed or strongly disagreed with the statement that they know about the Super Six reading comprehension strategies taught as part of the Focus on Reading Program and the same number of students disagreed or strongly disagreed that they use these strategies to assist their reading comprehension. At the same time, over 90% of students replied that they agreed or strongly agreed that they know what to do when they don’t understand what they are reading;

9% of students believe their reading is not improving. 20% of students believe they are not being shown by their teacher how their reading is improving. Also of concern is that over 65% of students believe they read for less than 20 minutes a day.

Teachers

All teachers agreed or strongly agreed that Professional Learning programs designed to improve the teaching of reading comprehension have assisted them to improve student learning outcomes. 95% of teachers agreed or strongly agreed that student reading comprehension is improving. All teachers agreed or strongly agreed they keep evidence to show their students’ reading comprehension is improving. 30% of teachers do not explicitly teach, or aren’t aware that they are teaching, the Super Six reading comprehension strategies. Most teachers who do teach the super six strategies agreed or strongly agreed that student are more engaged with reading as a result.

A significant number of teachers are beginning to use the comprehension continuum and formative assessment to assist with planning and programming for student learning. Of concern is that 50% of teachers agree or strongly agree that they teach reading comprehension for 20 minutes or less a day.
Parents

90% of parents agreed or strongly agreed that their child’s reading comprehension has improved this year. 10% disagreed or strongly disagreed. This reflects the results of the 9% of students who believed their reading comprehension has not improved this year. 16% of parents disagreed or strongly disagreed that their child reads at home and the same number disagreed that they talk about reading with their child.

21% of parents agreed or strongly agreed that their child has difficulty understanding what they are reading. Of concern is that 20% of parents disagreed or strongly disagreed that they are provided with information about their child’s reading comprehension progress. 16% of parents disagreed or strongly disagreed that their child is receiving assistance to improve their reading comprehension.

NAPLAN

Item analysis for 2013 NAPLAN showing a 10% or greater negative difference from the rest of the state include: interpreting a point in an information text, connecting information in an information text, interpreting an image in an information text, interpreting the reason for a character’s actions in a narrative, interpreting figurative language, inferring the reason for an answer in an interview, identifying the reason for a character’s action, identifies a rhetorical device in a persuasive text.

Item analysis showing a 10% or greater difference from the rest of the state shows difficulty for Year 5 students include: interpreting detail in an answer in an interview, interpreting detail in a poem, inferring from detail provided in an information text, identifying an appropriate medium for a movie review.

Long term trends show consistent level of achievement with noted differences for particular cohorts. No significant long term trend shows decline in achievement or improvement in achievement.

Recommendations

- All teachers are provided with professional learning opportunities to teach the Focus on Reading and L3 comprehension strategies explicitly in their classrooms. Teachers are more aware of the importance of explicitly teaching reading comprehension. This is monitored by supervisors in Stage teams;
- Provide opportunities for students to develop inference making skills and to interpret information provided for all students;
- More time is spent teaching reading comprehension in all curriculum areas. Teachers must be aware of the specific comprehension demands of different curriculum areas;
- Programs and practices are implemented to ensure students read for longer each day. Alternatively, existing programs and practices are refined or changed to ensure this;
- Assessment information assists teachers to provide feedback to students on how they have improved and where they need to go next. Suitable assessments will require development to ensure this happens, including peer and self-assessment strategies;
- Teachers use the comprehension continuum when planning and programming for student learning;
- Teachers provide parents with information about their student’s reading comprehension achievement and directions for improvement using the PLAN software two times a year; and
- Resources to support implementation of the new English curriculum units are planned and where needed, purchased.
School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

- Increased levels of literacy achievement for all students
- Programming standardisation for Years 3-6 in reading
- Improved student achievement in reading in particular comprehension and inferred meaning
- Enhance quality teaching practices in all areas of literacy
- Improved teacher knowledge of reading, spelling, writing and grammar
- Plotting of students on the K-6 continuum

Evidence of progress towards outcomes in 2013:

- 60% of Year 3 students achieving band 4 or higher in NAPLAN test for Reading (65% in 2012);
- 58% of Year 5 students achieving band 6 or higher in NAPLAN Test for Reading (47% in 2012);
- 54% of Year 5 students achieved greater than or equal to expected growth in NAPLAN Reading (55.9% in 2012);
- 22.9% of Year 3 students received Band 6 in NAPLAN Reading, which is the highest band;
- 16.9% of Year 5 students received Band 8 in Reading which is the highest band;
- 73% of students from Years 1 to 6 received a “C” sound or better for English in their half yearly reports;
- 72% of students from Years 1 to 6 received a “C” sound or better for English in their yearly reports; and
- 100% of students were plotted on the literacy continuum, using the PLAN software.

KD listening to a story

Strategies to achieve these outcomes in 2014

- Train one teacher in Stage 1 L3 and for one teacher to continue with ongoing training from 2013;
- Continue with H2L training for all staff;
- For teachers to continue to have ongoing professional learning for the new English Syllabus and the writing of English units;
- Purchase resources to support the new English syllabus; and
- Develop a scope and continuum around the new English concepts.

1/2M students engaged in their learning

School priority 2

Numeracy

Outcomes from 2012–2014

- Improved achievement for all students in numeracy
- Enhanced quality teaching practices in all areas of numeracy
• Improved growth rates in all areas of numeracy
• Consistent and high quality assessment practices developed
• Increased level of student ability working mathematically
• Plotting of students on the K-6 continuum

**K/1V students working hard in Mathematics**

**Evidence of progress towards outcomes in 2013:**

- 51% of Year 3 students achieving band 4 or higher in NAPLAN test for number, patterns and algebra (50% in 2012);
- 45% of Year 5 students achieving band 6 or higher in NAPLAN Test for number, patterns and algebra (44% in 2012);
- 44% of Year 5 students achieved greater than or equal to expected growth in NAPLAN Numeracy (41% in 2012);
- 4.3% of Year 3 students received a Band 6, which is the highest band in NAPLAN Numeracy;
- 6.3% of Year 5 students received a Band 8, which is the highest band in NAPLAN Numeracy;
- 65% of students from Years 1 to 6 received a “C” sound or better for mathematics in their half yearly reports;
- 63% of students from Years 1 to 6 received a “C” sound or better for mathematics in their yearly reports;
- 100% of students were plotted on the numeracy continuum, using the PLAN software.

**Strategies to achieve these outcomes in 2014:**

- Three teachers train in Taking Off With Numeracy (TOWN);
- Continue with H2L training for all staff;
- Professional learning for 100% of the staff for the new Mathematics syllabus;
- Develop a new scope and continuum to support the new Mathematics syllabus;
- Purchase resources for the K-2 classrooms to support the teaching of Teaching Early Numeracy (TEN); and
- Continue to plot students on the numeracy continuum twice a year.
School priority 3
Connected Learning

Outcomes from 2012–2014
- Enhanced access to digital educational resources for learning, teaching and teacher professional learning
- Improve staff competencies in the use of ICT for teaching and learning
- Technology integrated into all teaching and learning programs
- To improve students skills to enable them to be safe on the internet

Evidence of progress towards outcomes in 2013:
- 81% of classrooms with IWB installed; and
- 100% of staff integrating ICT into teaching and learning.

Strategies to achieve these outcomes in 2014:
- Purchase 3 IWBs, so 100% of classrooms have an IWB;
- Continue to purchase and use Reading Eggs;
- Purchase Matheletics for students to access at home and school for all students from K-6; and
- Provide staff professional learning in cyber smart modules.

School priority 4
Engagement

Outcomes from 2012–2014
- Increased levels of literacy and numeracy achievement for Aboriginal students
- Increased Aboriginal parental engagement in supporting their child’s learning
- School welfare and discipline policy effectively used to ensure students are engaged and happy to come to school
- Increased levels of literacy and numeracy achievement for Aboriginal students
- Increased Aboriginal parental engagement in supporting their child’s learning;
- Improved student attendance
- Increased parental engagement in supporting their child’s learning
- Parental awareness of the NSW DEC attendance policy and the requirements of school attendance

Evidence of progress towards outcomes in 2013:
- Student attendances maintained at 93% for both 2012 and 2013; and
- 100% of Aboriginal students have PLPs.

Strategies to achieve these outcomes in 2014:
- Continue implementing H2L in all classrooms;
- Continue implementing PBL within the whole school;
- Work closely with the Home School Liaison Officer (HSLO); and
- Continue with 100% PLPs for all Aboriginal students.

K/1V students engaging with technology in mathematics
Professional learning

Teachers and SASS staff accessed a range of professional learning opportunities including external courses, in-school development and collegiate consultation.

In 2013 the Professional Learning program provided diverse opportunities to meet the needs of the staff whilst at the same time being related to school priorities. The program included:

- TPL sessions at staff meetings;
- TPL sessions presented after school;
- School Development Days;
- Stage meetings and curriculum planning days;
- How2Learn
- Conference attendance;
- Attendance at network meetings;
- Attending content specific courses provided by DEC and outside providers;
- Essential training modules in Code of Conduct, Child Protection, Anaphylaxis and Asthma;
- First Aid course;
- Various special education courses;
- PLAN Training;
- Keep Them Safe training Day;
- Implementing the Australian Curriculum;
- Focus on Reading Training;
- L3 (Language, Learning and Literacy);
- Taking off with Numeracy (TOWN);
- Target Early Numeracy Strategies (TEN)
- Empowering Local School courses; and
- LMBR and Budgeting courses.

The school expended $23,275.86 from Teacher Professional Learning tied funds, $10,845.76 from global funds and $12,377.29 from ELS funds on professional learning. A total of $46,498.91.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

90 GNPS families received a survey and 39 were returned to the school. Below are the results of the survey:

- 100% of the parents believe that GNPS is an attractive and well-resourced school;
- 97% of the parents believe the school is connected to its community and welcomes parent involvement;
- 97% of parents believe parents are encouraged to contact the school to discuss concerns relating to their child;
- 95% of parents believe student achievements are recognised through the school;
- 95% of parents acknowledge the students are the school’s main concern;
- 74% of parents felt the school has supportive welfare programs, while 26% were unsure;
- 92% of parents believe the school offers challenging programs for its students;
- 100% of parents believe that the school maintains a focus on literacy and numeracy;
- 95% of parents felt the school teaches and promotes core values;
- 95% of parents acknowledge the school has competent teachers who set high standards of achievement;
- 97% of parents believe GNPS provides a wide range of extracurricular programs;
- 80% of parents believe there is good student access to computers and strong technology programs and resources, while 10% didn’t agree and 10% were unsure;
- 92% of parents believe the school promotes its uniform policy;
- 100% of parents feel that the school promotes a healthy lifestyle and;
- 92% of the parents believe that fair discipline exists within the school.

Teachers

Teachers were surveyed and their responses were:

- 95% of teachers believe that they provide learning opportunities within a stimulating environment;
- 100% of teachers felt that the school supports communication about students’ learning between home and school;
- 100% of teachers felt they used a wide range of appropriate resources to assist students with their learning;
- 95% of teachers believe students have access to guidance from other people to assist in their learning;
- 89% of teachers felt the community has high expectation of students;
- 89% of teachers felt that their students take responsibility for their own learning;
- 95% of teachers believe that they offer a balance of group and independent activities;
- 95% of teachers felt their students try to do things that are new and different;
- 89% of teachers believe their students reflect on their learning;
- 100% of teachers believe that their teaching practice is supported by critical reflection and they have a good understanding of effective practice and current research;
- 100% of teachers felt they continually upgrading their skills through Teacher Professional Learning; and
- 89% of teachers acknowledge they were able to share ideas and experiences with colleagues to improve teaching practice.

Students

Students from Year 2 to 6 were surveyed to determine their satisfaction with the school and the results are as follows:

- 90% of the students believe that their classroom is an interesting place to learn;
- 81% of the students believe that their teachers talk to their parents about their learning, while 13% are unsure;
- 91% of the students believe that the school has good equipment to help them learn;
- 90% of students felt that other people in the school also help with their learning;
- 96% of students felt that the school expects them to do their best;
- 95% of students felt that they do their best and take pride in their learning;
- 90% of students believe that there is a balance between working on their own and working with other students;
- 83% of students believe that they try new and different activities in the classroom;
- 81% of students believe that their samples of work have shown how they have improved; and
- 96% that their teachers find new ways to help them.

Kindergarten students participating in PMP

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.