Our school at a glance

Griffith North Public School is a community school in the heart of Griffith where students and parents make friends quickly and enjoy a supportive school environment.

A balance of experienced and early career teachers provides stability and experience as well as fresh ideas.

Community participation is outstanding. Parent involvement is very high especially with classroom contribution. Parent committees are involved with canteen, grounds, fundraising as well as assisting with literacy support and excursions.

Students

Students are well behaved, kind and generous with a strong sense of social justice. They are friendly and caring to both visitors and newcomers to the school community. High schools in the local area are always delighted to welcome Griffith North Public students into Yr 7.

Student enrolments were stable in 2011 with a small number of students receiving disability support (1.4% of the student population).

Staff

Teachers and administration staff are highly committed and experienced with a small number of new teachers. There is also a group of long term casual staff equally committed to students and the school community. This means that school routines are effectively and routinely maintained. Staff always participate fully in all school activities and are one of the main reasons the school is so successful. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Social skills programs and welfare systems are a major focus at GNPS, helping students in their development as they follow the school motto of “Grow to Know”. The school has a long tradition and commitment to dance and music performance, technology and sport. Debating and public speaking have also been offered to students who have achieved outstanding results.

This year has been a stellar year for the environmental aspect of the school with many projects being pursued with wonderful outcomes for our students and the school. GNPS is also developing a strong connection with the local schools’ community through the Griffith Community of Schools.
Messages

**Principal’s message**

The purpose of GNPS is to keep supporting the social, emotional and learning needs of our students, our aim being to develop happy, focused, engaged students who will grow in confidence and independence as they move towards the next phase of their lives.

2011 has been a year of success and celebration of achievement at Griffith North Public School. Major building projects and renovations completed at the beginning of the year provided outstanding learning spaces for our students. The hall extension certainly enabled many K-6 opportunities including assemblies and discos culminating in the very successful “Evolution of Entertainment” in Term 3. In 2011 GNPS has continued to provide a strong, supportive learning environment where academic excellence and high achievement were fostered and delivered. The school prides itself on maintaining an environment where the education of the whole child is a strong belief with parents and teachers.

Throughout the year, core programs have continued to go from strength to strength while new initiatives have added greatly to the opportunities the school provides to all students. The introduction of the Environmental Club “The Mean Green Machine” and competing in the Enviro Champ competition have proven to be hugely successful and enabled many students to thrive in their school environment. Specialist and innovative programs in Physical Education, debating, public speaking, Italian, dance, singing and performance were maintained to develop a wider range of skills and understandings for our students.

The success of Griffith North Public School can be attributed to an extremely hardworking staff, a very supportive parent community who want the best possible educational opportunities for the children and a wonderful group of students who are always willing to “have a go” and accept new challenges. We have been fortunate again this year to experience the incredible loyalty and support given by our local community and the wider school community which it serves. During 2012 the school looks forward to the continued involvement of the P&C and School Council, as we maintain our role as a modern learning institution which reflects the traditional attitudes, beliefs and family values of the supportive school community.

I am retiring at the end of 2011 having spent nearly 11 years as the Principal of GNPS. It has been a wonderful journey and I am proud of the achievements that have been attained. The total refurbishment of the school during this time has provided a wonderful teaching and learning environment for the students and staff. This, along with the development and implementation of many successful programs will enable the school to continue to provide a wonderful education for its 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.

Julianne Bristow  
GNPS Principal 2001 - 2011
P & C Message

2011 was another successful year for the GNPS Parents and Citizens Association. With a combined effort of students, parents, carers and staff at GNPS we achieved our goals and continued to provide support to the school.

A number of new members joined the P&C in 2011, boosting our regular membership led by re-elected President Tim Redway, elected Vice-president David Robinson, elected Treasurer Travis Payne, and the tireless and efficient service by our re-elected Secretary Donna Snaidero.

Following completion of the BER project, the P&C financed the new basketball/netball court in the primary playground as well as the eating/playing area in the infant’s playground and COLA area in front of the school hall. A partnership with Griffith Shed for Men resulted in the impressive refurbishment of 47 picnic tables. The grounds committee had a successful Working Bee in Term 3-4 which resulted in a hugely successful parent response. Other fundraisers included sausage sizzles and the hugely popular Cold Chisel ticket/accommodation raffle. This was a wonderful example of what can be achieved in a well functioning community.

The school canteen continues to run very efficiently. The GNPS Sports Carnival Canteen was a hit with many thanks to Paulina Zalunardo and the many volunteers. The school canteen still offers daily a great range of fresh food and value to students and teachers. The wonderful team of Nicole Beltrame and Paulina Zalunardo and book keeper, Kristy Potts are invaluable assets to this school. The wonderful unsung school canteen volunteers allow us to function 5 days a week. Without them we wouldn’t have the volunteers to help Nicole and Paulina make all those fresh lunches and serve the children.

The 2012 P&C will focus on parental involvement. This year we have been in a rebuilding stage. Our quest to generate more volunteers and more fundraising means our old ways to involve more parents aren’t as effective as they could be and it’s time to change how we engage more parents with our P&C model. We know the demographics continue to change within our community. Parents are often unable to volunteer their time. This affects the student’s daily education and school experience. Yes, we can apply for grants etc but still we need volunteers (parents/partners/relatives/teachers and staff) to initiate school projects and functions. Therefore, strategies to increase parent awareness are imperative. Parents will be asked to work with their P&C to fundraise for targeted yearly events based on their children’s class or group requirement in an effort to help us to help you.

Again, it was good to see some non-member parents attend meetings throughout the year. GNPS P&C is about family, education and the opportunity to make a difference to our school. It is a very rewarding journey for all who participate and I encourage anyone with an interest in our school to consider taking part in P&C activity.

On a final note, the P&C was notified of Griffith North Public School’s Principal Julieanne Bristow’s retirement at year’s end 2011 following twenty years on staff of which eleven years were as Principal. Julieanne’s dedication and contribution to the school and P&C support is unmatched. You’ll be missed by all of those you have touched and we wish you the best in the coming years ahead.

Mr. Tim Redway

P&C President, 2011.
School Council Message

The School Council is the group responsible for setting the goals and determining the future direction of the school. GNPS School Council met 8 times during 2011. Some of the major initiatives of School Council for the year included:

- working with Griffith City Council and other agencies to address ongoing road safety, traffic and parking issues in the school precinct; and
- providing input and advice into the management of infrastructure relating particularly to grounds management, toilet blocks and air-conditioning.

GNPS School Council also welcomed valued members and parent representative Sandra Woolnough and staff member Denise Higgins.

GNPS School Council wishes to publicly thank and acknowledge the great work and commitment of all GNPS teachers and staff in 2011. Finally, congratulations to all our students for their tremendous achievements and the most vital role they play in making GNPS such a great learning environment.

Mr Peter Jones
School Council Chairperson 2011

Student representative’s message

School leadership and SRC

This year the Student Leadership Team has learnt a variety of new skills and gained a great amount of hands-on experiences whilst having lots of fun.

The National Youth Leaders Day at the Entertainment Centre was a highlight of the year. It was very interesting and provided a useful perspective on leadership from many different angles.

The Student Leadership Team also took great pleasure in organizing and leading the Stage 2 and Stage 3 assemblies and leading the school pledge at Monday assemblies. We assisted with many important school occasions like ANZAC DAY and Education Week.

Our school captains and prefects and two members from each Year 3-6 class represented the students on the Student Representative Council in 2011.

Students were skilled to participate effectively in an SRC meeting. Students were also trained to run their own class meetings and to communicate with their classes about the work of the SRC. The SRC ran a public meeting for the whole school to attend this year, to educate the school community about our role in decision-making at the school. Class representatives also participated in the Great Schools Showoff. We brainstormed all the great things about our school and then took photos. We put together an interactive computer presentation to enter into this competition.

The SRC also fundraised for school improvement projects and made donations for new basketball rings and fencing for under our old buildings.

Isaiah Potts & Polly Dale 2011 GNPS captains

Student information

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

Student enrolment profile

In 2011 there was a decline in the number of students enrolled at GNPS. The drought, economic downturn in the Griffith area and controversy over The Murray Darling Basin Project saw many families actually leave Griffith. The restructure of certain industries in the area also saw a decrease in the number of itinerant workers coming to the area at the beginning of the year. This is the area where many of our new enrolments were from in the past. Of the total school population 22% are from a non-English speaking background and 6% are of Aboriginal decent.
### Gender

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>240</td>
<td>251</td>
<td>242</td>
<td>215</td>
<td>202</td>
</tr>
<tr>
<td>Female</td>
<td>215</td>
<td>213</td>
<td>214</td>
<td>202</td>
<td>192</td>
</tr>
</tbody>
</table>

### Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>92.8</td>
<td>94.0</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>93.3</td>
<td>94.6</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>91.9</td>
<td>93.2</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>93.5</td>
<td>93.8</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>90.7</td>
<td>93.0</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>94.5</td>
<td>92.0</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>93.9</td>
<td>94.1</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>94.9</td>
<td>92.9</td>
<td>93.5</td>
<td>93.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>93.8</td>
<td>94.1</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>93.3</td>
<td>93.9</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>93.2</td>
<td>93.8</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>93.6</td>
<td>93.9</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>93.4</td>
<td>93.8</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>93.2</td>
<td>93.6</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>92.9</td>
<td>93.4</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>93.4</td>
<td>91.4</td>
<td>93.8</td>
<td>93.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

### Management of non-attendance

GNPS implements a wide range of strategies to support the regular attendance of students, including extensive contact with parents to resolve issues of non-attendance. These strategies include letters, phone calls, interviews and family support.

In the case of a student who has been identified with unacceptable attendance (an attendance pattern of less than 90%), it is necessary to document the measures taken to monitor and improve attendance.

The school is required to provide documentary evidence of its interventions before making a HSLO referral.

### Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

A number of criteria are used to form classes at GNPS. Please note that these criteria are not in any order of importance.

- Friendship – students who need support from a close friend;
- Friendship – students who are too friendly and are best separated to ensure productive work practices;
- Behaviour problems – students who are best separated;
- Language – students who need to be together to provide language support;
- Learning Difficulties – students who are experiencing difficulties are spread between available classes so specialist support staff can most effectively support their needs;
• Cultural Balance – each class is formed to have a range of nationalities and cultures;
• Personalities – in some special cases the personalities of both teachers and students are considered before a decision is made regarding the placement of a student; and
• Gender Balance – where possible a balance of boys and girls is maintained in each class.

As well as the above criteria, all classes are formed to be as academically balanced as possible.

### Staff information

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

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35%</td>
</tr>
</tbody>
</table>

### Griffith North Public School

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2Y</td>
<td>2</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4A</td>
<td>3</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>3J</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3/4A</td>
<td>4</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>4A</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5P</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6F</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

### Position

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Language Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre-School Teacher of disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Relief from Face-to-face</td>
<td>0.756</td>
</tr>
<tr>
<td>Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teachers</td>
<td>1.326</td>
</tr>
<tr>
<td>Total</td>
<td>28.382</td>
</tr>
<tr>
<td>Non-Teaching</td>
<td></td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>1.782</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.635</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>0.5</td>
</tr>
<tr>
<td>Total Non-Teaching</td>
<td>3.942</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>123250.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>251028.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>115287.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>107944.75</td>
</tr>
<tr>
<td>Interest</td>
<td>5446.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20882.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>623840.99</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>36601.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>52658.84</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>17357.70</td>
</tr>
<tr>
<td>Library</td>
<td>12055.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>19544.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>99092.16</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>46069.18</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58315.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>52777.97</td>
</tr>
<tr>
<td>Maintenance</td>
<td>60647.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>19044.02</td>
</tr>
<tr>
<td>Capital programs</td>
<td>90126.15</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>564292.15</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>59548.84</td>
</tr>
</tbody>
</table>

School performance 2011

Achievements

Debating

In 2011 GNPS has participated in two debating competitions, namely the NSW Premier’s Debating challenge and the Griffith District School’s Competition. The students have worked very hard throughout the year and have been very successful. The Year 6 team was the zone finalist in the Premier’s Debating Challenge and went through to the Riverina quarter finals. They were beaten by Temora Public school in a very close result. Both the Year 5 and Year 6 debating teams have participated in the Griffith District School’s Competition.

Public Speaking

In 2011 GNPS again successfully competed in the Multicultural Perspectives Public Speaking Competition. In the junior section our school representatives were Alyce Woodward and Muntaqim Chowdhury. Alyce was runner-up in the Griffith Zone final. In the senior section GNPS was represented by Luke Woodward and Darcy O’Donnell with Luke coming runner-up for the Griffith Zone. Luke and Alyce Woodward also competed in the Griffith/Leeton District Apex Public Speaking competition where Luke again came runner-up.
Choir

The school choirs performed extensively this year at all major school events.

The highlight for sixteen members of the senior choir was their participation in the Schools Spectacular in Sydney.

The Year 3 and Year 5 choirs were part of the Riverina Education Week Launch held in Griffith in Term 3. Their spectacular performances had the large crowds gathered spellbound.

Many members of the choirs also participated in the annual Carols by Candlelight held at GNPS in conjunction with the P&C in term 4.

Membership of all choirs has grown significantly with boys now making up around a third of the members.

KROP 2011

In term 3 of this year Griffith North participated in Kids Rapt On Performing (KROP) at the Griffith Regional Theatre.

This year’s KROP entry was a Taiko drumming display using the humble household bucket. Griffith North Public School’s Taiko drummers, coordinated by Mr Pendlebury and Miss Mason, performed for around 2000 people over four concerts in Education Week at the Griffith Regional Theatre. There were many positive comments, some of which even declared Griffith North’s item the ‘best in show’!

As a result of this performance, the item was selected as feature performance at the 2011 Regional Primary Principals’ Conference. This performance took place at Griffith Ex-Serviceman’s Club on Friday 12th August and was once again very enthusiastically received.

The final performance for the year was an encore performance at the Griffith Regional Theatre for GNPS’s annual Presentation Day.

Well done to all our KROP performers and thanks very much to the many parents who lent their time and talents to help make this event a success.

Concert

“The Evolution of Entertainment”

In 2011, it was decided after many years to produce a K-6 concert, as a fantastic opening performance for our newly extended school hall. The concert coordinator was Kylie Debreceny and The Evolution of Entertainment idea covered events and greatest hits of the decades both present and in the past.

The theme gave all classes the opportunity to present a variety of items: songs, dances, skits and plays.

Many memories came flooding back when each class performed their item. School spirit was very high and the concert gave parents and the community a chance to see how Griffith North can showcase the students’ fantastic talent.
The students thoroughly enjoyed the experience and wanted to continue performing. The highlight of the evening was the grand finale where the entire school surrounded the audience and filled the hall, performing a 5 minute medley of songs through the ages, finishing with a cappella version of Michael Jackson’s “We are the World”.

**Major Award Winners for 2011**

Our major award winners for 2011 were presented with their special certificates and trophies at the GNPS Presentation Day held at The Griffith Regional theatre.

The awardees for 2011 were:

- **Boy Dux** – Darcy O'Donnell
- **Girl Dux** – Teresa Tan
- **2011 Citizenship Award Winner** – Daniel Parise
- **School Education Director’s Award** – Stella Bordignon
- **Sportsperson of the Year** – Isaiah Potts

**Sport**

Sport is an integral part of school life at GNPS. The first major carnival in 2011 was the swimming carnival in February with Boonah 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 Boonah. The next major sporting carnival was the athletics at West End Oval. The winning house was Yoolooma. In all of our major carnivals the students participated keenly and did the best they could on the 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 and rugby league.

A number of students from Griffith North Public School gained selection into Riverina sport teams;

- **Riverina Soccer** – Isaiah Potts
- **Riverina Rugby League** – Jess Spencer, Ali Ngahe and Jermayne Cook
- **Riverina Rugby Union** – Apenisa Driti, Jermayne Cook, Lai Qarase, Isaiah Potts, Iai Taupeamuhu and Thomas Tyrrell
• Riverina Swimming – Maddison Casey and Declan Owers

• Riverina Touch Football – Isaiah Potts

• Riverina Athletics – Emma Woolnough for high jump, plus our 4x100m relay team; Lily-Belle Misiloi, Rebecca Girdler, Andria Zanotto and Emma Woolnough.

• Riverina Cross Country – Megan Woolnough

• Riverina Tennis – Alison Triggs

At Griffith North we believe that learning to swim is vital. During term 4 over 70 students were given structured swimming lessons as part of school sport. We hope these students learned a lot and continue to practise swimming.

Academic

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 below represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy – NAPLAN Year 3

In 2011, 64 Year 3 GNPS students sat for the NAPLAN Literacy Tests.

- 45.3% of our Year 3 students scored in bands 4 to 6 for reading compared to 46% across the state, 36.6% for schools in the Riverina and 35% in our school group area Riverina West.
- 56.4% of our Year 3 students scored in bands 5 and 6 (31.3% in band 6) for spelling compared to 50.5% for the state, 40.8% for schools in the Riverina and 31.5% in our school group area Riverina West.
- 54.1% of our Year 3 students scored in bands 4 to 6 for writing compared to 60.8% across the state, 47% for schools in
the Riverina and 44.9% in our school group area Riverina West.

- 53.2% of our Year 3 students scored in bands 5 and 6 for grammar and punctuation compared to 49.5% across the state, 39.5% for schools in the Riverina and 30.2% in our school group area Riverina West.

### Numeracy – NAPLAN Year 3

In 2011, 63 Year 3 students sat for the NAPLAN Test.

In numeracy in Year 3, 61.8% of our students scored in the top three bands for overall numeracy compared to 65.5% across the state, 54% for schools in the Riverina and 45.3% in our school group area Riverina West.

The performance of over 30% of students who scored in band 3 has prompted the evaluation of the GNPS maths continuum developed by the Riverina maths consultant. The reintroduction of maths groups has assisted with the development of the middle range students however, is not addressing the extension of more capable students.
Literacy – NAPLAN Year 5

In 2011 53 Year 5 students sat the NAPLAN Literacy tests.

The following figures show our students results in the top 3 bands compared to the rest of the state and statistically similar school.

- 28.8% of our Year 5 students scored in bands 6 to 8 for reading compared to 34.8% across the state, 25.6% for schools in the Riverina and 21.8% in our school group area Riverina West.

- 29.9% of our Year 5 students scored in bands 7 and 8 for spelling compared to 35.2% across the state, 23% for schools in the Riverina and 24.3% in our school group area Riverina West.

- 38.6% of our Year 5 students scored in bands 6 to 8 for grammar and punctuation compared to 41.1% across the state, 30.5% for schools in the Riverina and 25.6% in our school group area Riverina West.

- 12.5% of our Year 5 students scored in bands 6 to 8 for writing compared to 26.7% across the state and 16.6% for schools in the Riverina and 12.2% in our school group area Riverina West.
In 2011, 55 Year 5 students sat the NAPLAN Test for numeracy.

In overall numeracy 49.1% of our students scored in bands 6 to 8 compared to 58.4% across the state and 48.5% for schools in the Riverina and 44.3% in our school group area Riverina West.

With less than 50% of students achieving in the top three bands, there will be an evaluation of the GNPS maths continuum developed by the Riverina maths consultant. The reintroduction of maths groups has assisted with the development of the middle range students however is not addressing the extension of more capable students.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
All students participate in lessons that are designed to educate them about Aboriginal history, culture and contemporary Aboriginal Australia. The lessons are integrated in HSIE lessons in each stage. The school was involved in a number of activities throughout the year which promoted Aboriginal students and culture.

These included:

- membership of the Dare to Lead Coalition of Schools;
- NAIDOC week activities including whole school participation in activities focused on Aboriginal history, culture and achievement. Aboriginal students performed at a special NAIDOC assembly;
- Year 6 performance at the Riverina Regional Indigenous Awards Night;
- attendance at local AECG meetings;
- close monitoring of attendance and student progress;
- all staff attending an information session on cultural awareness run by district consultant;
- developing school format for personalised learning plans for Aboriginal students and planning for implementation in 2012;
- educational native garden built by members of the environment club in collaboration with Murrumbidgee Irrigation to teach students about native plants and their use by Aboriginal people; and
- attendance at Regional Aboriginal Education Conference.

Multicultural education
There are 22 nationalities represented at Griffith North Public School.

Multicultural perspectives are integrated across all key-learning areas. Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events.

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

Enhanced understanding of cultures other than our own has been achieved through days like Harmony Day and the teaching of values across the school. Griffith North Public School develops
all children to have tolerance and respect for all cultures through an integrated curriculum.

All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs. Our community language teacher provides an opportunity to immerse all children in the rich Italian culture. Children attend weekly lessons and demonstrate an understanding and acceptance of the Italian heritage in a structured setting.

Language Learning and Literacy (L3)

Narrowing the gap in the first year of school

This year Kindergarten teachers were trained in the Language Learning and Literacy (L3) approach to teaching English. This is a classroom-based, early intervention for students in their first year of school. The aim of L3 is to reduce the risk of students not achieving expected literacy levels at the end of the first year of school. Data collected for Griffith North indicated that 81% of students reached above a Reading level of 9 and 60% of children were able to write more than 40 words independently. The Kindergarten teachers were very impressed with the L3 program. The teachers made the following conclusions:- L3 is a very powerful way to deliver a literacy program in the first year of school because students are instructed in small groups of three or four, it enables them to teach the students at the point of need and teachers have better knowledge of their children’s progress. L3 will continue to be part of the classroom program in 2012.

Respect and responsibility

Areas that have developed respect and responsibility are:

- The Student Representative Council (SRC) met regularly;
- Senior students are Infant Buddies. They participate in different activities such as PE, games, music, dance, art, reading and work together on special days such as Harmony Day and our Values Day;
- All students vote for the school captains through an open, honest and democratic process;
- GNPS students participated in Clean up Australia Day and students regularly help to clean the school grounds;
- GNPS Students participated in NAIDOC week activities and an assembly;
- Days of cultural and historical significance were celebrated. Harmony Day, ANZAC Day and Remembrance Day in particular; and
- Twenty Year 6 student leaders attended the National Young Leaders Day in Sydney.
Students led many events at school such as the weekly whole school assembly, ANZAC Day and Remembrance Day ceremonies.

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.

The Green Mean Machine

In 2011, an Environmental club known as “The Green Mean Machine” was established. The club is made up of two representatives from every year 1 to year 6 class. Members are replaced each term to enable a participation rate of more than 120 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 Vegetable Garden

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.

Nude Food Days

In term 2 and term 4, the school participated in Nude Food Days. On these days, students were asked to bring food with minimal non-biodegradable wrappings. It was wonderful to see so many students utilising re-usable food containers. In order to make these days more meaningful, the weight of rubbish generated on a “normal” day was compared to that generated on each Nude food day so that the reduction could be measured.

National Tree Planting Day

During 2011, 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. On 29th July, every class planted a tree or shrub near their classroom and then continued to water and care for their plant throughout the year. On that day, the Environmental officer from Griffith City Council...
visited our school to assist the Green Mean Machine in planting 50 native shrubs in our school grounds. A local supermarket also donated 25 trees to plant along our northern fence line. Supermarket staff worked alongside our students to plant the trees.

Community Involvement

A major focus has been to involve our school in community based environmental activities. During 2011, Griffith North Public School;

- Participated in Griffith City Council Clean up day on Scenic Hill;
- Invited the manager of the local recycling business to educate students about recycling issues;
- Entered produce from the school vegetable garden in the local Agricultural show; and
- Entered a collection of wind chimes and bird feeders made from recycled materials in a local Art competition.

Envirochamp Program

During 2011, the school also took part in the Murrumbidgee Irrigation provider’s Envirochamp program. The program involved four year 6 students who attended sustainability training days and were assigned the challenge of conducting a sustainability project within their school. The students chose to build an educational native garden to beautify the assembly area. They raised funds to buy materials and researched plant species that are endemic to the local area, especially those used by Wirdajuri people for food, medicine and weaving. Permanent labels were organised for each species so that the garden could be used for educational purposes. The consultant for Aboriginal Education in the Riverina region was invited to open the garden.

Progress on 2011 targets

Target 1

*To improve the standard of comprehension across the school in order to raise the level of understanding required to be able to apply more complex, higher level (thinking) skills.*

Best Start and L3 programs inform teaching and learning programs and enable teachers to chart student achievement.

The introduction of streamed reading groups allowed for explicit teaching of reading at levels commensurate to ability, resulting in improved reading levels from Yr 1 – Yr 6.

Accelerated Literacy was incorporated to extend the reading levels of students and immerse students into the ethos of this methodology.

Focus on Reading proved to be a valuable program for teachers in assisting the students with their reading. More staff will be participating in this program in 2012.

The development of an explicit teaching of reading format and school learning plan in reading is still being worked on and will be part of the literacy section of the school plan for 2012.

Our achievements include:

- 72% of Year 3 students received Band 4 or better in NAPLAN Reading;
- 54% of Year 5 received Band 6 or better in NAPLAN Reading;
- 22% of Year 3 students received Band 6 in NAPLAN Reading, which is the highest band;
- 7% of Year 5 students received Band 8 in Reading which is the highest band;
- 69% of students from Years 1 to 6 received “sound” or better for English in their half yearly reports; and
- 69% of students from Years 1 to 6 received “sound” or better for English in their yearly reports.
Target 2:  
*For all students to possess effective numeracy skills that allow them to be lifelong learners*

Our achievements include:

- 62% of Year 3 students received a Band 4 or better in NAPLAN Numeracy;
- 49% of Year 5 students received a Band 6 or better in NAPLAN Numeracy;
- 11% of Year 3 students received a Band 6, which is the highest band in NAPLAN Numeracy;
- 7% of Year 5 students received a Band 8, which is the highest band in NAPLAN Numeracy;
- 70% of students from Years 1 to 6 received a “sound” or better for Mathematics in their half yearly reports; and
- 70% of students from Years 1 to 6 received a “sound” or better for Mathematics in their yearly reports.

Target 3  
*To create a greater understanding of Environmental Education across the school*

Strategies included in the school plan designed to achieve this target include:

Our achievements include:

- Improved management of power, paper recycling, sustainable watering.
- The establishment of the “Green Mean Machine” a gardening group/environment club;
- 120 students participating in the Green Mean Machine; and
- Greater knowledge of sustainability.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Management and Reading.

Educational and management practice

Management

Background

Each year Griffith North Public School conducts a review of its practices in Key Areas of the school. This year the school has reviewed the management of Griffith North Public School.

The purpose of this review was to identify areas of good practice and possible areas of improvement for management.

Method of Data Collection

Surveys were sent to 91 families, all teaching staff member and 77 students.

Respondents- Parents - 57%
Staff- 100%
Student- 100%

Findings and conclusions

- All staff, and the majority of parents and students believe that the school is continually looking at ways to improve its performance;
- The majority of staff, parents and students believe that the school makes minor changes to its programs to improve what it does;
- All staff and the majority of students and parents believe the school makes changes from time to time to improve what it does;
- The majority of staff, parents and students believe the school regularly measures the success of programs;
- The majority of staff, parents and students believe student interest, needs, abilities, and systemic requirements determine the curriculum and school organisation;
• The majority of staff, parents and students believe GNPS cares about students and has fair discipline;
• All parents and the majority of staff and students believe that staff at GNPS are valued and supported by most parents and students;
• The majority of staff, parents and students believe that teacher professional development is planned, systematic and effective;
• The majority of staff, parents and students believe that GNPS’s plans, policies, programs and practices are effectively supervised;
• The majority of staff, parents and students believe that the allocation of money and other resources are managed effectively; and
• All parents and the majority of staff and students believe that the school has a range of strategies to ensure effective communication.

Overall, the majority of staff, students and parents are happy with the management of Griffith North Public School.

Future directions
• For all GNPS staff to be aware of the School Professional Learning Plan and how it supports the school improvement plan;
• To continue to communicate effectively with the parent community and to ensure that effective communication exists between all staff members;
• For GNPS to continue to communicate with the school community about changes within the school and Teacher Professional Learning; and
• For GNPS to continue to seek input from the senior students regarding programs and changes being made to the school for improvements.

Curriculum
Reading
Background
In 2011 GNPS reviewed Reading. The purpose of this review was to identify areas of good practice and possible areas of improvement for Reading at Griffith North Public School

Method of Data Collection
Surveys were sent to 90 families, all teaching staff member and 77 students.
Respondents- Parents - 36%
          Staff- 100%
          Student- 100%

Findings and conclusions
• All parents and teachers and the majority of students believe that reading is an important subject;
• The majority of parents and students and some teachers believe that students regularly read at home;
• The majority of students like using the Lexile Reading program and the majority of teachers and parents felt the students benefited from using the program;
• The majority of students enjoy reading the School Magazines and the majority of teachers agreed with this;
• All parents, the majority of students and most teachers believed that the school had good reading resources;
• All teachers felt they catered well for and were aware of the different reading levels in their classrooms and that they provided a variety of activities to support reading;

• The majority of parents and students felt their reading levels were being catered for and that the teachers were providing a variety of activities to support reading;

• The majority of students and some teachers would like to access technology more to support reading;

• The majority of parents felt that their child’s teacher keeps them well informed about their child’s progress in reading; and

• Most of the teachers felt they had access to Professional Learning in reading.

**Future directions**

• To ensure that all staff have access to Professional Learning in reading;

• For Reading to be a focus and at least 4 staff meetings a year;

• For the school to purchase more appropriate reading resources to support L3, Focus on Reading and Accelerated Literacy programs;

• For the school to purchase appropriate software to support students with reading;

• To provide an information session for parents about how to support their child’s reading at home;

• To continue to use the Lexile Reading program and the School Magazines to support reading at GNPS; and

• To continue to promote Reading as a lifelong skill.

---

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parents**

91 GNPS families received a survey and 52 were returned to the school. Below are the results of the survey:

• 94% of the parents believe that GNPS is an attractive and well resourced school;

• 96% of the parents believe the school is connected to its community and welcomes parent involvement;

• 90% of parents believe students achievements are recognised through the school award system;

• 96% of parents acknowledge the students are the school’s main concern;

• 73% of parents felt the school has supportive welfare program, while 27% were unsure;

• 96% of parents believe the school offers challenging programs for its students;

• 93% of parents believe that the school maintains a focus on literacy and numeracy;

• 98% of parents felt the school teaches and promotes core values;
• 100% of parents acknowledge the school has competent teachers who set high standards of achievement;

• 94% of parents believe GNPS provides a wide range of extracurricular programs;

• 90% of parents believe there is good student access to computers and strong technology programs and resources;

• 90% of parents believe the school promotes its uniform policy;

• 100% of parents feel that the school promotes a healthy lifestyle; and

• 96% of the parents believe that fair discipline exists within the school.

**Teachers**

Teachers were surveyed and their responses were:

• 100% 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;

• 84% of teachers felt the community has high expectation of students;

• 53% of teachers felt that their students take responsibility for their own learning;

• 100% of teachers believe that they offer a balance of group and independent activities;

• 94% of teachers felt their students try to do things that are new and different;

• 73% 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;

• 89% of teachers felt they continually upgrading their skills through Teacher Professional Learning; and

• 100% 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:

• 94% 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;

• 79% of the students believe that the school has good equipment to help them learn;

• 81% of students felt that other people in the school also help with their learning;

• 95% of students felt that the school expects them to do their best;

• 97% of students felt that they do their best and take pride in their learning;

• 77% of students believe that there is a balance between working on my own and working with other students;

• 92% of students believe that they try new and different activities in the classroom;

• 92% of students believe that their samples of work have shown how they have improved; and

• 90% that their teachers find new ways to help them.
Professional learning

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

In 2011 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;
- Staff Development Days;
- Stage meetings and curriculum planning days;
- Induction programs;
- 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, diabetes, asthma, Otitis Media;
- Gifted and talented education;
- Various special education courses;
- Best Start Leaders Training Day;
- Keep Them Safe training Day;
- Aboriginal Education Cultural Awareness;
- Focus on Reading Training;
- L3 (Language, Learning and Literacy);
- Transition to Retirement program for Principals;
- ESL Orientation for Teachers Newly Appointed to ESL;
- Anti-Racism Contact Officer;
- Riverina Teaching and Learning ICT Conference; and
- Introduction to InDesign.

The school expended $17486.70 from Teacher Professional Learning tied funds and $2057.99 from global funds on professional learning. A total of $19544.69.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

School Priority Area: Literacy

Outcome for 2012–2014

- Increased levels of literacy achievements for all students;
- Improved diagnostic assessment;
- Improved student achievement in reading, in particular comprehension and inferred meaning;
- Improved spelling and vocabulary levels across the school; and
- Improved standard of independent reading across the school.

2012 Targets to achieve this outcome include:

- 46% of Year 3 students achieving band 5 or higher in NAPLAN test for Literacy; and
- 40% of Year 5 students achieving band 7 or higher in NAPLAN test for Literacy.

Strategies to achieve these targets include:

- Teachers trained in “Focus on Reading”;
- Staff participate in Teacher Professional Learning on all aspects of literacy;
- Regular assessing of all aspects of literacy and ensuring assessments are up to date;
• Develop rubrics for literacy assessment; and
• Utilise the TARS process to ensure quality teaching programs and classroom lessons are being delivered.

School priority 2

School Priority Area: Numeracy

Outcome for 2012–2014

• Increase levels of numeracy achievement for every student;
• Improve diagnostic testing K-6; and
• Increase levels of students’ ability to work and problem solve mathematically.

2012 Targets to achieve this outcome include:

• 38% of Year 3 students achieving band 5 or higher in NAPLAN test for Numeracy; and
• 40% of Year 5 students achieving band 7 or higher in NAPLAN Test for Numeracy.

Strategies to achieve these targets include:

• Three stage 2 and 3 teachers trained in TOWN (Taking Off With Numeracy);
• Count Me In Too (CMIT) Online training for Early Stage One and Stage One teachers;
• Revise timing sheets for all stages;
• Staff participate in quality Teacher Professional Learning on all aspects of Numeracy;
• Develop appropriate assessment tasks that will assist with the correct level of achievement being given to each student; and
• Conduct audit on numeracy equipment to ensure adequate resources for all classes.

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.

Julieanne Bristow – Principal
Tim Redway -P&C President
Peter Jones – School Council Chairman
GNPS Staff members:
Denis Murphy – Assistant Principal
Michelle Woodward – Relieving Assistant Principal
Brett Angel
Kylie Debreceny
Lachlan Pendlebury
Arlene Webb
Robyn Delves
Di Maloni
Colleen Braithwaite – Assistant Principal

School Contact information

Griffith North Public School
Boonah St Griffith
Ph: 69621043
Fax: 69641453
Email: griffithn-p.school@det.nsw.edu.au
Web: www.griffithn-p.schools.nsw.edu.au
School Code: 4027

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: