

Grenfell Public School

Annual Report



2016



2082

Introduction

The Annual Report for 2016 is provided to the community of Grenfell Public School as an account of the school's operations and achievements throughout the year.

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

Andrew Hooper

Principal

School contact details

Grenfell Public School

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Message from the Principal

Grenfell Public School(GPS) is a P1 school with a population of 206 students in 2016 and is situated in the Central West of NSW.

The school is an important part of the Grenfell community and parental involvement and support is strong. Grenfell Public School is very proud of its high standing within the local community and valued contributions are made by both sectors to support each other.

Grenfell Public school provides a safe and supportive environment for all of it's clients including students, parents, staff and community members. Our aim is to ensure that all of our students are provided with strong foundations in literacy,numeracy and technology. All students are provided with a variety of opportunities that allow them to also grow and develop in physical,social, emotional and creative areas.

We look forward to 2017 as we celebrate our Sesquicentenary and recognise the contributions our school has made to the local area and the wider community. Celebrations will take place on the 13th and 14th of October 2017.

Message from the school community

Another successful year for the P & C. The support from parents for our various fund raisers has been wonderful . Our usual fund raisers of Mother's Day Stall, Father's Day Stall and Easter Egg Raffle were well supported by the children and parents of the school. Extra fund raisers included a movie night, donut stall at the festival and P & C catering for a number of clearing sales throughout the year. The P&C would like to say a very big thank you to the many parents and staff who assisted with their time with these fund raisers out of school hours and the many others who also supported them by attending.

The money raised went towards purchasing Literacy resources and I Pads for the classroom. The P and C is also in the process of completing a new covered walkway from Sullivan street to the Hall. Future opportunities will allow the P&C to continue to purchase items for our school, ensuring our children's education is supported and on track with the 21st century.

Thank you to the parents who attend the P&C Meetings. We look forward to a big year in 2017 as it is our Sesquicentenary celebrations and we want to make it a year to remember.

Message from the students

Students from Grenfell Public school have many opportunities to participate in a variety of activities that offer opportunities as leaders, as well as being valued team members who make worthwhile contributions to our school and community. The school captains and student representatives were involved in leading the school at a Young Leaders Day in Sydney, marching at the Henry Lawson Festival Parade, school and town ANZAC March and Dawn Service, Remembrance Day, Education Week, Peer Support and end of year concerts and presentation days, played in various sporting teams, marimbas and choir and attended some excellent excursions. We have had a lot of opportunities to lead our school and have enjoyed every moment.

School background

School vision statement

At Grenfell Public School we strive for excellence and abide by the school code of "Love, Honour, Brotherhood" within an inclusive environment so that students are encouraged to reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes to build our community for today and tomorrow. We follow the Fish Philosophy which is embraced in our school culture and daily activities.

School context

Grenfell, birthplace of the famous poet Henry Lawson, is a picturesque town, steeped in history. Located in the Weddin Shire, the area has a population of approximately 3700 people; Grenfell lies 130 km south west of Orange and we are part of the Lachlan School Education Area. It is also a community whose friendliness and family focus makes it an attractive place to live and work and offers a high quality of life. Grenfell Public School (GPS) enjoys a high profile within the community participating in local sporting and cultural events. Our reputation is founded on delivering quality education, and developing the individual talents, interests and abilities of our students. The school is set amid 10 acres of well maintained, parklike, grounds and gardens. Our students and staff enjoy well-resourced classrooms, thanks to additional funding from our committed and active Parents and Citizens Association (P&C) and School Council. The school and community chose to focus on 3 strategic directions for the next 3 years. Our first is Student Learning and Engagement. We have this because we want to make sure our teaching engages the students and is focused on students learning to the best of their ability. Our second direction is School Partnership and Culture. This is very important to make sure all our partners are involved in student learning and that we value and engage our community and the people in it. Our third direction is Building School Capacity. This is essential to make sure that we up skill staff and implement programs that are sustainable and valued by all stakeholders. We want to be the best school that we can.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

The following statements were taken from the executive summary and indicate where Grenfell Public School identified itself within the School Excellence Framework. Evidence was provided that clearly addressed each area and supported the schools' assessment based on the framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** Grenfell Public School is **sustaining and growing** and **delivering** in two areas.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** Grenfell Public School is **delivering with one area in sustaining and growing**.

The results of this process indicated that in the School Excellence Framework domain of **Leading at** Grenfell Public School is **delivering with one area in sustaining and growing**.

External Validation Panel Summary report:

During the External Validation (EV) process Grenfell Public School identified in documentation provided directions for future school development. Through the course of the EV meeting the team also identified a number of focuses which could be considered for school improvement. These included:

- 1) Investigating options to either embed Positive Behaviour for Learning processes (PBL) within their FISH welfare system or the adopting of PBL as a system;
- 2) Embedding a consistent process for data collection and review within school systems;
- 3) Developing a process for student feedback as a part of assessing the impact of teaching and learning;
- 4) Formalising coaching and mentoring as a means to improved teacher practice;
- 5) Raising with the Weddin Learning Community a joint approach to supporting teaching accreditation.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning and Engagement

Purpose

Strive to deliver consistent high quality teaching practice and expectations to improve student learning outcomes. An ongoing commitment to provide opportunities for students to be engaged and motivated in academic, social and physical activities.

Overall summary of progress

Students have demonstrated growth across all school based testing using teacher assessment records. Assessments were logged on PLAN K-2 and teachers were able to identify student performance and growth. Throughout the year parents and teachers collaboratively planned and reviewed IEP's assisting greatly with programming and planning. Adjustments were identified and implemented early on. Students continued to perform in extra curricula activities such as the Marimba Ensemble and choir, performing at school and community events and Eisteddfods.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| Literacy and Numeracy continuums will be reflected in the assessment of students in teaching and learning programs K-6 and will be tracked using PLAN Data. This will ensure all students show recommended growth. Increase in students taking part in extra curricula activities. Increase roles and responsibilities of Student Representative Council within the school. | Staff have engaged in professional learning in using plan data to track students across the literacy and numeracy continuum. Our NAPLAN data represents the above state average growth for students in both literacy and numeracy from Years 3 to 5. In 2016 was the first time for a number of years that our Marimba Ensemble performed at a local Eisteddfod. | <ul style="list-style-type: none">• school funds (\$6000.00)• Literacy and Numeracy (\$889.00)• teacher release professional learning LST processes developed• Low level adjustment for disability (\$2645.00)• school funds (\$4000.00) |

Next Steps

Student assessment data, including PAT, will be analysed to identify areas of improvement in Literacy and Numeracy. There will be targeted teacher professional learning to look closely at data recording and analyses, consistent teacher judgment, use of PLAN and PAT testing, with a review of the current school assessment processes. Follow up planning of programs and development of improved teaching strategies to address areas of need. Ongoing evaluation throughout the process will drive subsequent steps in this process. Student engagement across all areas will see new students encouraged and instructed in learning to play the Marimbas and singing in the choir to replace students who have moved on. A newly appointed SRC liaison officer to oversee the SRC and to further develop student leadership capacity and involvement across the school and community. Additional areas of responsibility and community engagement will be included and encouraged.

Strategic Direction 2

School Partnership and Culture

Purpose

Continue to build strong relationships within the local educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices. All actively involved in the FISH Philosophy

Overall summary of progress

The Weddin Learning Community has seen two successful projects develop and strengthen the partnerships and culture of learning within our community. The English Concept initiative set up between Stages 3 and 4 developed sustainable programs and utilised expertise of staff across 3 learning sites. The How To Learn program is developing consistency across sites and enabling and providing both staff and students the skills to become lifelong learners. The students and staff at GPS continue to be involved in school and community events. Partnerships beyond the school gate continue to be sustained and developed. Parents and teachers collaboratively plan and evaluate students IEP's and adjustments are being made and implemented by class teachers.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| Increased interactions between the staff and Parents and the Weddin Learning Community (WLC). GPS staff and students increasing their involvement at community events. Teachers K–6 will provide opportunities for parents to participate in classroom programs and activities and review the effectiveness of IEPs and ILPs each term. | Teachers across the Weddin Learning Community have completed professional learning in How To Learn and The English Continuum that has seen a shift in classroom practice and increased student engagement and learning. GPS hosted the Recitation Day for the first time in 2016. ANZAC day and festival involvement from our students increased with active roles in services. Parents of all students with IEP's came into the school at least twice to review and make adjustments to learning plans of their students. This has built stronger partnerships in helping students develop their learning. | <ul style="list-style-type: none">• Teacher release time (\$7900)• school funds (\$1000.00) |

Next Steps

We need to make sure we continue to look for further opportunities to strengthen the strong partnerships in our Weddin Learning Community, as well as making sure our commitment to How to Learn and The English continuum are sustained and supported. The WLC will evaluate and review stakeholders across sites to ensure targeted areas are deemed successful. Re-invigorate enthusiasm for the Circus Arts program involvement and opportunities given to students through a inviting a retired teacher to share and develop skills of staff and students to run the program at our school. Maintain parent involvement in working with the classroom teachers in developing IEP'S and look for other opportunities to support their learning.

Strategic Direction 3

Building School Capacity

Purpose

To increase the capacity within the school to provide professional learning opportunities in sustainable programs that promote excellence and target the specific needs of the students and school.

Overall summary of progress

Transition plans were implemented for Kindergarten 2017 and year 6 transitioning into year 7 2017 with consultation of parents and teachers of different locations. Excursions, assessment and reporting, welfare and child protection programs were reviewed and presented to staff and P and C by different members of staff, enabling opportunities to enhance their growing leadership capacity. Two thirds of beginning teachers completed and submitted accreditation with support from executive and experienced teachers. A focus on developing leadership capabilities is increasingly evident in the number of staff that lead school teams.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| The school has an effective plan for student transitions in place Well-developed and current policies, programs and processes identify, address and monitor student learning needs Strategic School Leadership Strategy utilising Professional Learning to embed consistent and quality Teaching and learning in all KLA'S including the strategic use of technology and underpinned by high expectations. | 2016 saw the introduction of a playgroup that enhanced Kindergarten transition with over 20 pre schoolers attending regularly. 2 policies reviewed and implemented with 2 of them uploaded to the departments A-Z policy tool. Staff have accessed professional learning opportunities including Erin Ercig, English Continuum and How to Learn with the local learning community. | <ul style="list-style-type: none">• school funds (\$7500.00)• TPL (\$3500.00) |

Next Steps

Maintain effective Kindergarten and Year 6 transition systems and programs, with continued support of playgroup. Plan to review the Welfare policy to perhaps include aspects of PBL, recognition and reduction in bullying instances, recording of student incidents that will be underpinned by departmental Student Administrative and Learning Management tool (SALM). Provide and support teachers undergoing the process of accreditation and create sustainable systems that will support all staff with future new accreditations and maintenance of current levels. Engage in professional learning and mentoring programs to support any aspiring leaders within the school.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--|
| Low level adjustment for disability | <p>Development and review of IEP and student reports in consultation with parents and support services have increased in 2016. Teaching programs show adjustments and these adjustments are reported on during report and review time. Teachers and teachers aides have attended professional learning to increase their understanding and skills in working with students that require adjustments and support with their learning.</p> <p>The schools learning and support team processes have been improved with a focus on supporting teachers in personalising learning and support. The school used the National Consistent Collection of Data (NCCD) to engage and support teachers in catering for the varied needs of students in their classes and the Learning and support teacher facilitated adjustments and to support individual student learning.</p> | <ul style="list-style-type: none"> • School support learning officer .8 staffing. • \$5000 resources • \$15000 teacher relief • Low level adjustment for disability \$21 165.00 • Low level adjustment for disability (\$21 165.00) |
| Quality Teaching, Successful Students (QTSS) | Grenfell Public School has created collaborative practices which allowed teachers to jointly plan and observe each others lessons. All stages have developed units of work and assessment tasks to share. Effective mentoring by the executive staff enabled constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. Teachers received support and advice with accreditation and the new Development Framework. | <ul style="list-style-type: none"> • Staffing .151 allocation • \$5000 teacher relief |
| Socio-economic background | Positive relationships are developed with all stakeholders at Grenfell Public School. Surveys, P and C, individual conversations and meetings are used to gauge parent and community feedback. Students are active in the SRC and with our leadership initiatives in Young Leaders day. | <ul style="list-style-type: none"> • Teacher relief \$5000 • resources \$5000 • Low level adjustment for disability (\$19 323.00) |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2013 | 2014 | 2015 | 2016 |
| Boys | 117 | 121 | 115 | 112 |
| Girls | 100 | 93 | 90 | 90 |

Our student enrolments have stayed just over the 200 mark with more boys than girls being a consistent trend with enrolments.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 93.1 | 93 | 92.4 | 96 |
| 1 | 92.9 | 91.9 | 94.7 | 94 |
| 2 | 93.7 | 94.2 | 93.8 | 93.2 |
| 3 | 94.5 | 94 | 95.9 | 94.7 |
| 4 | 94.3 | 93.3 | 95.2 | 92.4 |
| 5 | 94.2 | 94.7 | 95.9 | 94.3 |
| 6 | 96 | 95.3 | 96.4 | 94.5 |
| All Years | 94 | 93.7 | 95 | 94.2 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Attendance rates are at an acceptable standard and if students' attendance becomes a concern we contact parents to discuss.

Class sizes

| Class | Total |
|-------|-------|
| KK | 20 |
| 1-2F | 21 |
| 1-2HS | 20 |
| 3-4N | 22 |
| 3-4F | 24 |
| 3-4C | 22 |
| 5-6M | 25 |
| 5-6KW | 24 |
| 5-6J | 24 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 6.64 |
| Teacher of Reading Recovery | 0.5 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 0.4 |
| School Administration & Support Staff | 2.95 |
| Other Positions | 0.07 |

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 80 |
| Postgraduate degree | 20 |

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Grenfell Public School staff in 2016. The school focus was supporting staff with the implementation of the new literacy and numeracy curriculums. Beginning teachers and their mentors were also supported with extra time and support to allow beginning teachers to be accredited.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

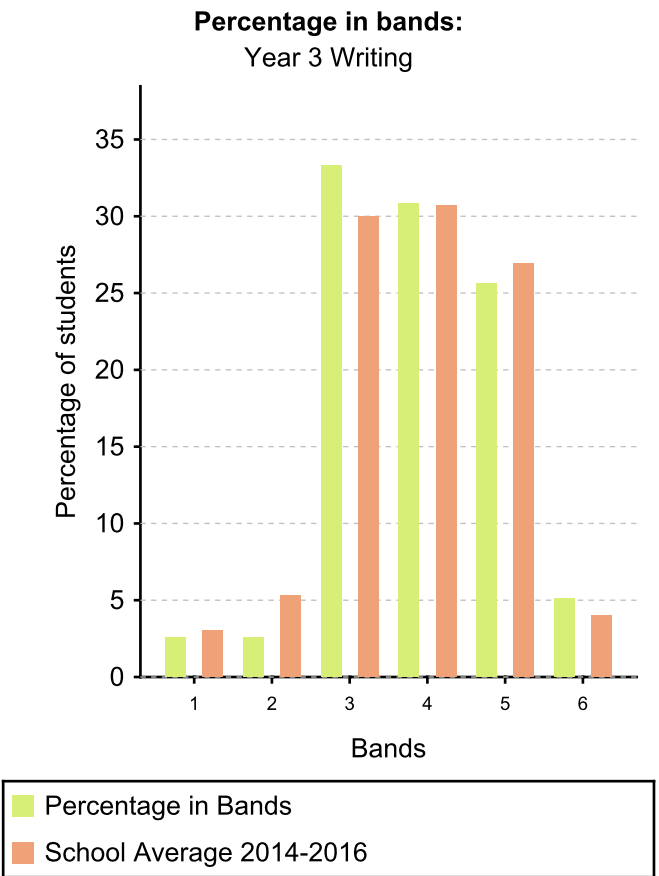
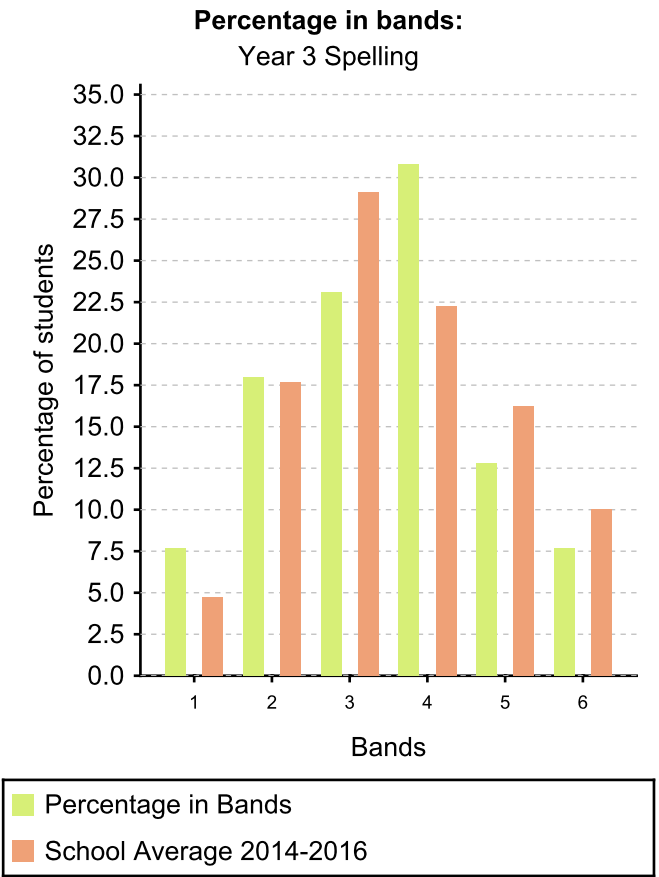
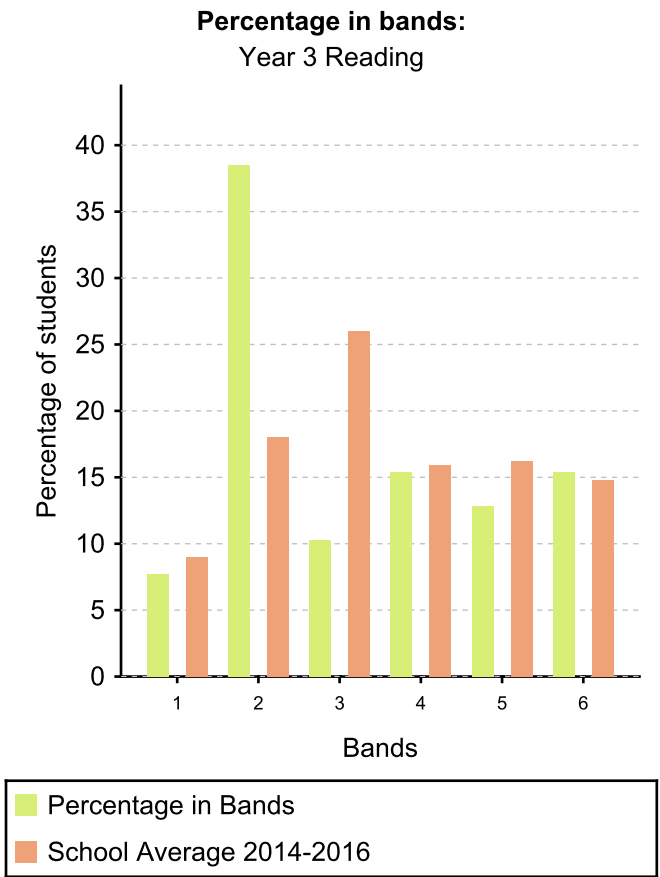
| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 282 825.64 |
| Global funds | 239 594.56 |
| Tied funds | 163 407.50 |
| School & community sources | 60 225.96 |
| Interest | 6 348.12 |
| Trust receipts | 17 994.90 |
| Canteen | 0.00 |
| Total income | 770 396.68 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 7 723.55 |
| Excursions | 34 007.71 |
| Extracurricular dissections | 74 425.11 |
| Library | 5 846.57 |
| Training & development | 0.00 |
| Tied funds | 212 647.86 |
| Short term relief | 15 393.13 |
| Administration & office | 34 288.74 |
| School-operated canteen | 0.00 |
| Utilities | 28 023.94 |
| Maintenance | 40 187.28 |
| Trust accounts | 31 690.04 |
| Capital programs | 0.00 |
| Total expenditure | 484 233.93 |
| Balance carried forward | 286 162.75 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

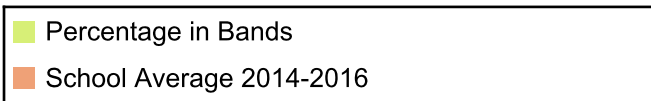
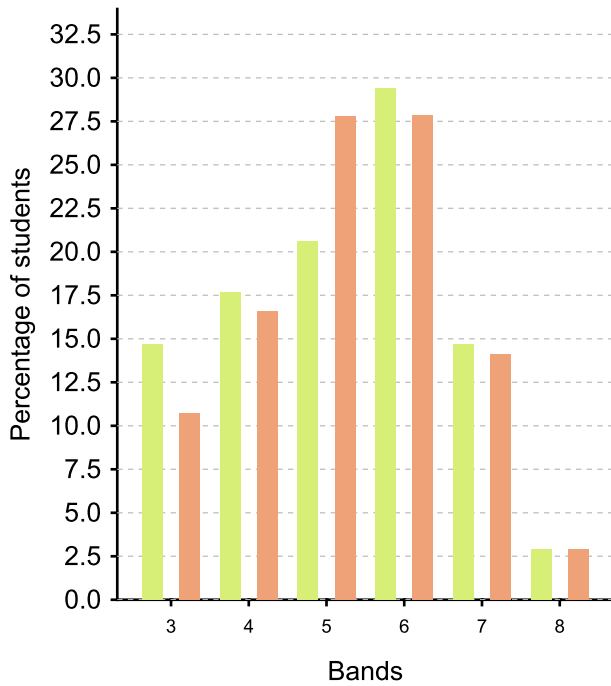
School performance

NAPLAN

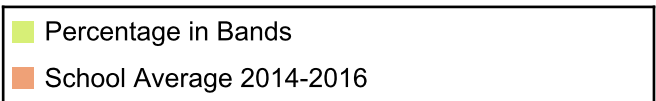
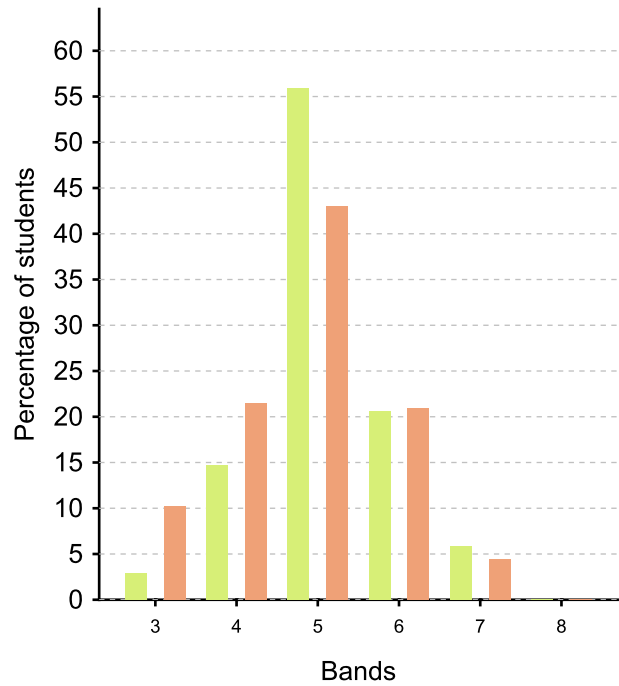
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



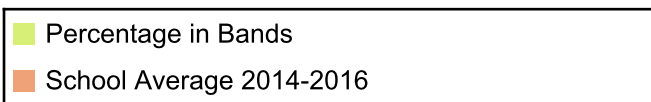
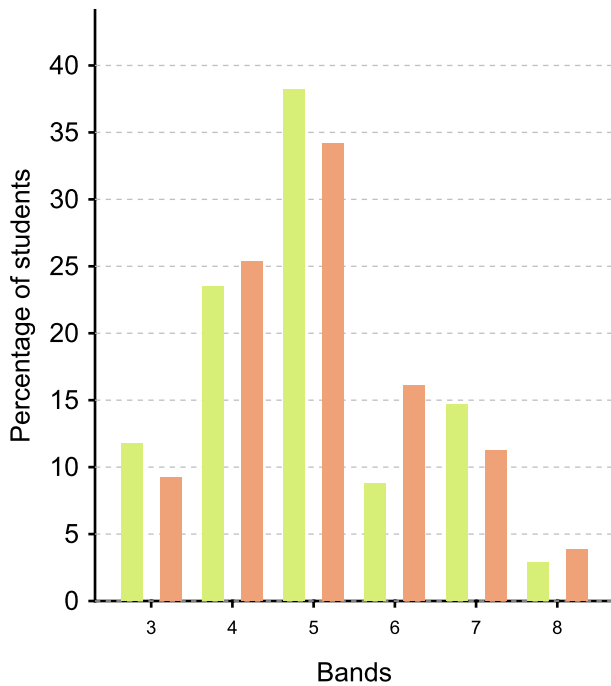
Percentage in bands:
Year 5 Reading



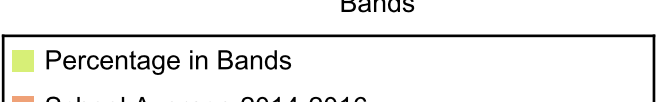
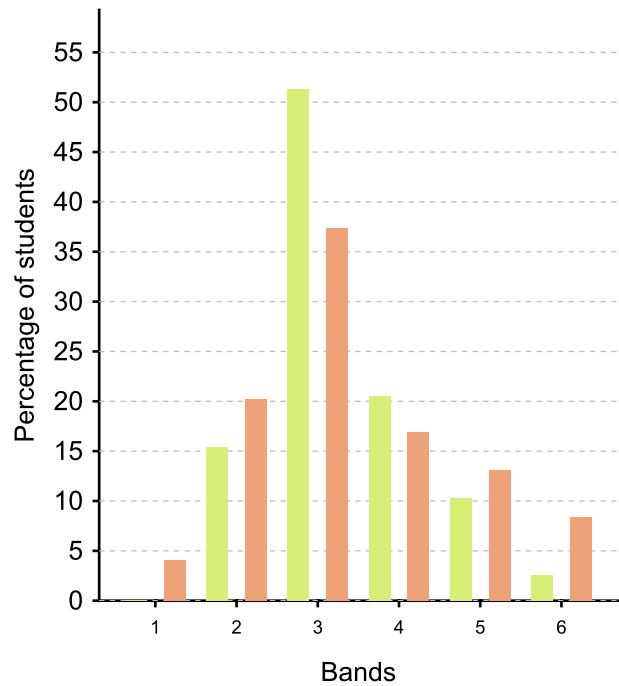
Percentage in bands:
Year 5 Writing



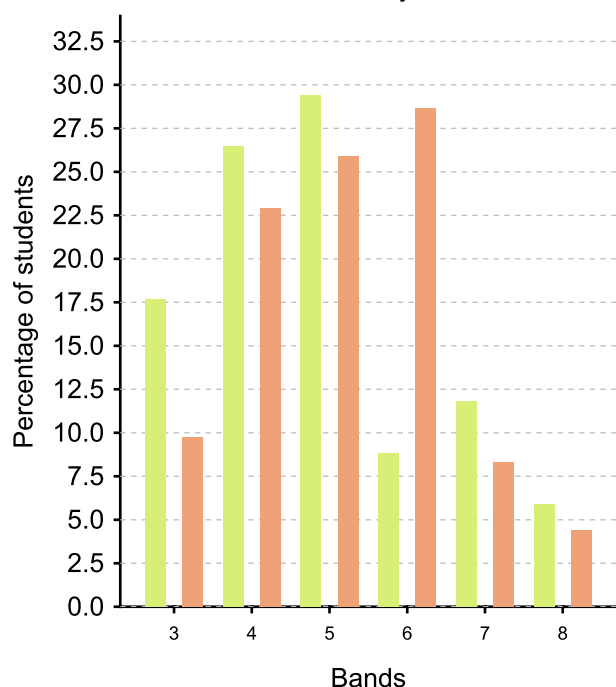
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

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

In 2016 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below from surveys conducted:

- 93% of parents agreed or strongly agreed that their child has a positive attitude towards school and learning.

- 90% of parents indicated that staff use a variety of strategies and technologies that engage their child in learning.

- 8% of parents indicated that communication could be improved, particularly through parent/teacher interviews.

- 95% of parents indicated that staff were approachable and were willing to discuss their child's learning.

Policy requirements

Aboriginal education

NAIDOC Day was celebrated this year combined with The Henry Lawson High School, Quandialla Public School and Caragabal Public School. With the help of the Aboriginal Education Officer who organized a group of Aboriginal performers from Cowra to come and perform a smoking ceremony, Aboriginal traditional dances, playing the didgeridoo and to run student workshops. Students also got to try kangaroo sausages and crocodile meat.

We have 100% of our aboriginal students with ILP's and the engagement from Aboriginal parents in the community is at an all time high. they attend most events that the school hosts or are involved in.

Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

The school has a dedicated Anti-Racism Contact Officer and tolerance and equity are regularly promoted and acknowledged within the school.

