

Grose View Public School Annual Report



2016



4483

Introduction

The Annual Report for **2016** is provided to the community of **Grose View 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.

Damien Feneley

Principal

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Message from the Principal

Grose View Public School provides exceptional educational experiences for students in a safe, caring and picturesque environment. Our core school values are central to all that we do and ensure that our staff and students remain *safe, respectful, responsible, learners who care*. We are very proud of our school and our magnificent community for their ongoing support of all that we do here at Grose View Public School.

2016 was another wonderful year that saw Grose View Public School achieve outstanding results in many fields across our region. We continue to perform at the highest level in sport, music and dance. Students at Grose View Public School have many extra-curricula opportunities and access to expert tuition. We are confident that students attending Grose View Public School receive a well-balanced education that addresses the needs of the whole child.

Our staff remain committed to ongoing professional development and improvement in student learning outcomes. We are focused on taking learning beyond the classroom; from environmental education to Japanese language and culture, our learning activities are designed with global citizens in mind. We embrace the richness of cultural and spiritual diversity, celebrate our histories and sincerely respect our shared Aboriginal culture.

Grose View Public School is anticipating a very positive year in 2017. There are a number of new initiatives underway that are set to strengthen existing practices, and with the support of a strong and stable staff we expect to see continued growth across a number of areas.

School background

School vision statement

Grose View Public School is a dynamic, future-focused learning environment that promotes the development of the whole child and empowers students to be creative, critical and considered thinkers with strong identities as learners. We work collaboratively and constructively within and beyond our community to take learning beyond the classroom and contribute positively as global citizens.

School context

Grose View Public School is situated in the picturesque surrounds of the Hawkesbury Valley. Our semi-rural community offers the best of both worlds; close proximity to the vibrant and dynamic cultures of the Sydney metropolitan, while enjoying the lifestyle and community spirit of the country.

Grose View PS enrolment is currently 235 students. Our school is one of the larger schools in the district and enjoys a close and productive relationship with the neighbouring schools, university and local business groups.

We are committed to forging partnerships within and beyond our community that are strong, dynamic, productive and reciprocal. Our intention is to take learning beyond the classroom and position Grose View Public School as a truly global place of learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning: Grose View Public School has made strong progress in building a positive and consistent culture of learning. Students understand and demonstrate the values of the school and this is reinforced through an effective Positive Behaviour for Learning framework. Professional development of the staff has delivered improved professional practice, particularly within literacy and numeracy assessment and targeted intervention. A broad range of extra-curricula activities add a rich diversity to the learning opportunities for students. As our school moves forward a priority focus for improving learning outcomes will be centred on making learning visible to the students; developing students with strong identities as learners. Lessons will be developed and delivered with clear learning intentions and success criteria, coupled with teacher feedback that is targeted and aligned to student learning goals.

Teaching: Significant reforms to staffing organisation and professional learning time is enabling a more effective and collaborative approach to teaching and learning. Stage-based learning teams operate with the assistance of a learning team support teacher to increase the amount of time teachers have to collaborate, share, assess and target the individual needs of their students. Teacher professional learning requirements are now structured to increase available time for stage-based learning teams to meet and plan. As our school moves forward a priority focus for improving teaching and learning will target our collaborative practices and our capacity to conduct rigorous and insightful analysis of assessment data, design explicit and targeted teaching and learning plans, and measure relative effect sizes and impact on student learning.

Leading: Grose View Public School is thriving on a positive and trusting relationship with its school community. All members of staff are respected in their roles by their colleagues, students and community. Key staff are driving significant reform measures within the school, and stronger relationships are being established with other schools across the network. As our school moves forward a priority focus for building our leadership potential and impact will be to establish a shared school improvement goal with schools within our network. Identifying key improvement measures, achievable strategies and resourcing requirements will set a forward agenda for student improvement across the network.

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

Future Focused

Purpose

The development of students who have strong identities as learners and are actively engaged in meaningful, challenging and future-focused experiences to achieve and thrive as learners, leaders and responsible productive citizens

Overall summary of progress

Strong progress in the delivery of Strategic Direction 1, with staff demonstrating proficiencies in the effective implementation of their respective professional learning agendas. Our innovative approach to improving student learning outcomes through a Learning Sprint model is underway and ready for further implementation in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement	A framework for the implementation of Stage-based Learning Teams has been developed and all stages have trialled the Learning Sprint model. Staff are actively tracking and monitoring student assessment data, with a strong focus on accuracy and consistency of judgement.	Participation in Executive planning meeting with Simon Breakspear and Hobartville Public School. Use of RAM funds to provide additional teacher support for Learning Sprint trial.
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices	Staff across all stage groups are gathering evidence of their professional practice against the Australian Teaching Standards. Supervisors are providing staff with an evaluation of evidence and future directions aligned to their Performance Development Plans	Development of evidence portfolios for each teacher and scheduled times for supervisors to evaluate and provide feedback
8% increase in the number of students in the top 2 bands in NAPLAN for Literacy and Numeracy	Literacy: 30% of students in Year 3 and 15% of Year 5 students performed in the top 2 bands. Numeracy: 19% of students in Year 3 and 5% of students in Year 5 performed in the top 2 bands. This is a decrease on 2015 results, but not unexpected when measured against school-based assessments of the 2016 cohort.	Significant investment in targeted numeracy programs for K-2 (Targeted Early Numeracy) and 3-6 (Taking Off With Numeracy). Significant investment in Learning Sprints model with an initial focus on writing.
Increased levels of student engagement and contribution to their learning	Tell Them From Me data indicates that students are feeling positive about their school experience and place strong value on learning outcomes. A 2017 focus on learning intentions and success criteria will further address this area	Investment in science extension, gifted and talented, technology and social welfare programs (Happy Hub)

Next Steps

In 2017, there will be a restructure of the learning support model. Teachers working in Stage-Based Learning Teams will be assigned a Learning Team Support Teacher to provide more assistance in the delivery of Learning Sprints and to allow greater autonomy and flexibility for teachers to respond to student learning needs in their stage groups.

Strategic Direction 2

Collaborative Culture

Purpose

To create a school-wide culture of ongoing, relevant and evidence-based professional learning and practice, through a process of supportive collegial mentoring and guidance for all staff

Overall summary of progress

Steady progress has been achieved in Strategic Direction 2. A majority of staff are now actively utilising evidence portfolios to demonstrate their performance against the Australian Teaching Standards. Collegial sharing of programs and assessment continues to improve the consistency and continuity of learning across the grades.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collegial teams that actively work to build the capacity of individuals and achieve school strategic priorities	A Stage-based Learning Team model has been developed in response to teacher feedback in Performance and Development meetings. Teachers are seeking more opportunities to work collaboratively with peers on driving improvement in student learning outcomes.	A variety of additional data evaluation, planning and programming opportunities are provided for staff, including staged-based planning, Learning and Support team consultation and reporting and assessment planning
Organisational effectiveness in the resourcing, support and achievement of PDPs and school strategic priorities	The implementation of the Learning Management Business Reform has progressed smoothly, however, many of the school administrative processes and procedures were held in limbo during the transition period. New operational procedures and improved budget planning operations are now in place and proving effective..	The school budget remains healthy and on-track to deliver and enable school priorities
All staff performing at an exemplary level of professional practice	All staff are working towards the achievement of their Performance and Development Plans. Teaching staff also gather evidence against the Australian Teaching Standards.	Investment in professional learning, collegial support and planning time and new measures on accountability
Improved levels of staff morale and motivation	The culture of the school, from the playground to the staff room is very positive. Community perception continues to improve, resulting in a vibrant and energetic workplace.	A critique of curriculum demands and reduction in some extra-curricula offerings to reduce workload on staff

Next Steps

In 2017, our school will be undertaking a 2 year action research project into the effectiveness of our strategic initiatives, with particular focus on Learning Sprints and Stage-Based Learning Teams. Staff will be invited to participate in modelling school systems designed to enable greater collegial data analysis, planning and evaluation.

Strategic Direction 3

Powerful Partnerships

Purpose

To build and maintain reciprocal interagency partnerships and community ownership and connection to the School Vision, through positive and respectful relationships within and beyond the community

Overall summary of progress

Steady progress in achieving Strategic Direction 3. Our school has in place an excellent Positive Behaviour for Learning framework that is delivering a happy, calm and consistent school culture. Our relationship with our community remains strong and productive, with active involvement across a range of school events and activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A school culture and ethos that reflects the values of respect, responsibility, safety, learning and care	The Positive Behaviour for Learning (PBL) team conducted a review and update of the school discipline flowchart for staff, students and parents. School discipline and referral data is also collated and evaluated every term. Evidence is indicating a reduction in problem behaviour and greater consistency in the management of problem issues	A new school logo for PBL as part of a communication plan to increase visual messaging of school core values
A strong and supportive network of schools, community, business and inter-agency groups	Steady progress is being achieved in this area. Active participation across a number of network partnerships continues to present new opportunities. Of most significance has been a visit from education delegates from Okayama, Japan, and our sister-school, Sankun Elementary	Principal representation at the following: Vice-President of the Hawkesbury Primary Principals Council, Executive member of the United Nations Regional Centre of Expertise and the Colo Learning Community of Schools
A safe and productive school environment for all students	Excellent progress in this area, our school environment offers an outstanding learning and play environments	Continued investment in plant and equipment to manage the grounds and playing fields
An increase in the level and breadth of school access to resources and expertise	Through network partnerships our school has formed relationships with international colleagues (Japan), local schools (Colo Learning Community) and numerous business groups	Commitment to our Japanese language program and participation at network meetings

Next Steps

In 2017, Grose View Public School will be engaging with another local public school to undertake a shared professional learning journey. Staff will explore research findings from the Centre of Educational Statistics on What Works Best in education. This will be coupled with additional professional networking through the Primary Executive Support Group, with particular emphasis on visible learning and collegial sharing.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All staff have undertaken training in the delivery of the 8 Ways pedagogy, with a focus on the importance of language. Increased participation at the local Aboriginal Education Consultative Group and with local Aboriginal community members has strengthened our network and resources. Teacher diagnostic assessments of students who may require speech therapy intervention in 2017.	\$5,222 of RAM equity funding • (\$0.00)
Low level adjustment for disability	Excellent systems of support in place with weekly Learning Support Team meetings to target the needs of students requiring additional support. Employment of School Learning and Support Officers to deliver in-class and playground assistance to students and teachers.	\$118,121 of RAM Disability funding
Quality Teaching, Successful Students (QTSS)	Additional release for Assistant Principals to provide support for staff in gathering and collecting evidence of achievement against the Australian Teaching Standards	\$9,182 QTSS
Socio-economic background	Employment of teaching staff to deliver additional curriculum opportunities for students, including, gifted & talented extension, science enrichment and Japanese language	\$14,098 RAM
Support for beginning teachers	Remaining funds used to complete training and collegial learning in TEN (Targeted Early Numerical Strategies)	\$12,096

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	127	126	121	118
Girls	154	152	122	116

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	95.4	93.8	96.5
1	94.3	93.4	93.7	95.9
2	93.6	93.9	93.9	95
3	96.6	94.2	94.4	96.1
4	94	94.7	93.6	96.5
5	96.1	93.1	94.7	95.3
6	94.9	95.8	93.4	95.8
All Years	95.2	94.4	93.9	95.8
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

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.78
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.09

*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	100
Postgraduate degree	55

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

Workforce information

	2016 Actual (\$)
Opening Balance	0.00
Revenue	352 425.31
(2a) Appropriation	301 180.37
(2b) Sale of Goods and Services	135.46
(2c) Grants and Contributions	50 396.94
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	712.54
Expenses	-146 787.96
Recurrent Expenses	-146 787.96
(3a) Employee Related	-70 537.08
(3b) Operating Expenses	-76 250.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	205 637.35
Balance Carried Forward	205 637.35

Our school is now fully deployed to the Learning Management and Business Reform (LMBR) system of operation. We utilise SAP finance for planning and reporting. All financial decisions are made in accordance with policy and are aligned to school management and strategic improvement. Excess funds in the 2016 school budget exist due to precautionary practices during the transition from OASIS to SAP finance. Excess funds will be utilised to address a number of priorities areas within the school during the 2017 financial year.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 618 488.79
Base Per Capita	12 922.67
Base Location	4 376.91
Other Base	1 601 189.21
Equity Total	137 440.56
Equity Aboriginal	5 222.07
Equity Socio economic	14 097.69
Equity Language	0.00
Equity Disability	118 120.79
Targeted Total	49 839.99
Other Total	44 074.46
Grand Total	1 849 843.80

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.

Results in NAPLAN for Literacy were consistent with teacher expectations. With improvements to our Learning Support processes we have successfully reduced the number of students performing at the lowest bands, although there has been a shift towards the middle bands:

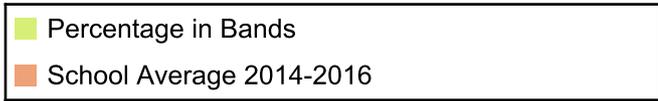
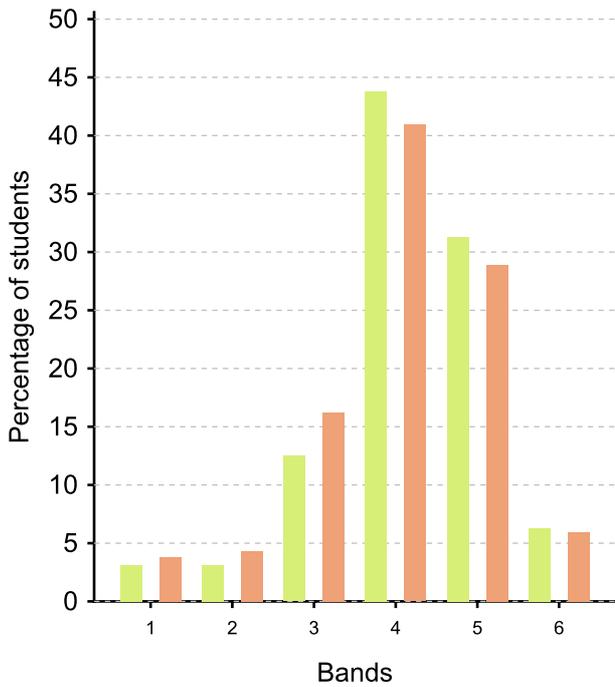
Year 3 Reading: 2 students in band 1, 4 students in band 2 and 19 students in bands 4&5

Year 3 Writing: 1 student in band 1, 1 student in band 2 and 24 students in bands 4&5

Year 5 Reading: 2 students in band 3, 10 students in the top two bands (7&8)

Year 5 Writing: 2 students in band 3, 30 students in bands 5&6

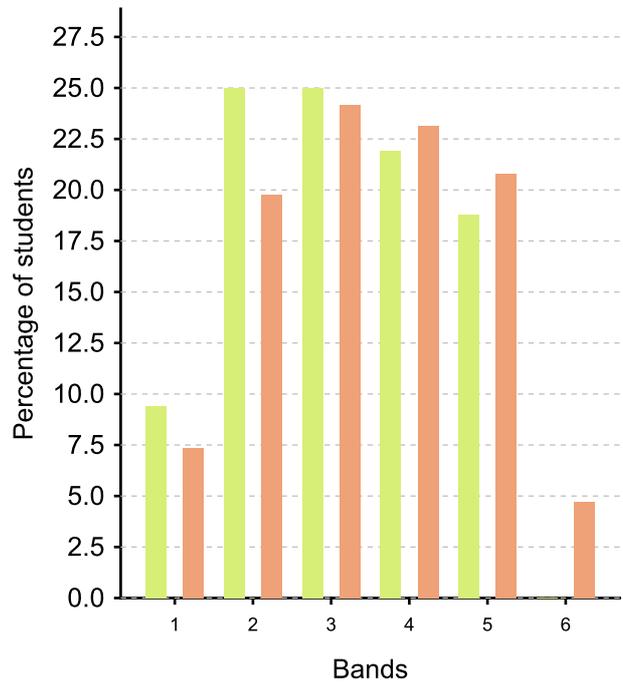
Percentage in bands:
Year 3 Writing



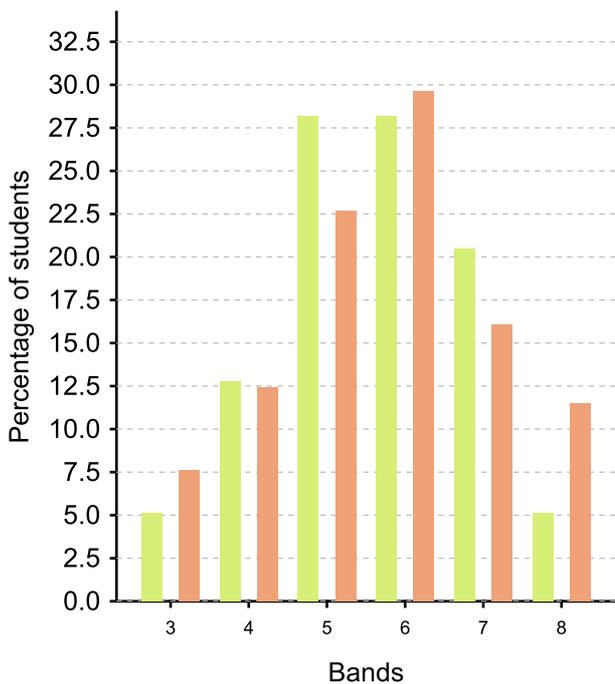
Year 3 Numeracy: 65% of students in bands 3,4 &5

Year 5 Numeracy: 69% of students in bands 5&6

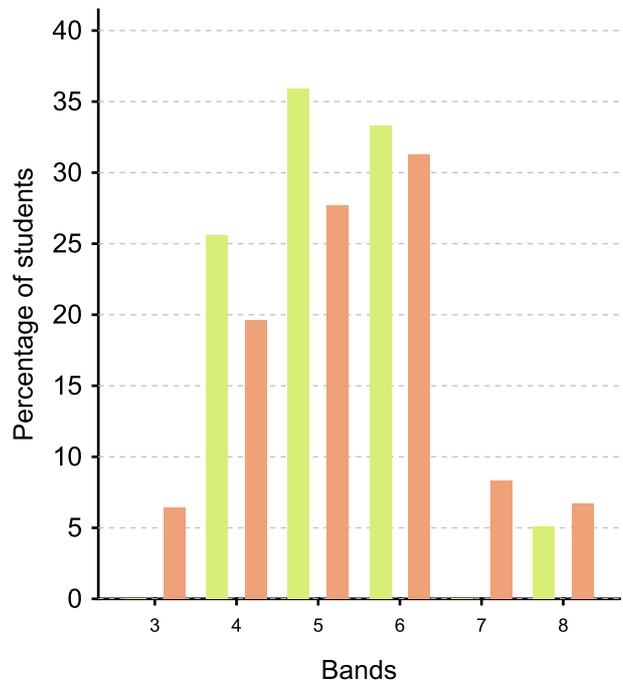
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



Results in NAPLAN for Numeracy were consistent with teacher expectations. With our focus on professional learning in TEN (Targeted Early Numerical Strategies) and TOWN (Taking off with Numeracy) we have successfully targeted students at risk of performing below expected outcomes, resulting in a shift towards the middle bands:

The My School website provides detailed information and data for national literacy and numeracy

testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year our school undertakes Tell Them From Me surveys of students, staff or parents about their experiences at Grose View Public School. This year we focused our surveys on students and parents.

Students survey results of 73 children in Years 4–6 indicated the following:

95% valued school outcomes

86% tried hard to succeed

82% experienced positive school relationships

76% had a high sense of belonging

and 28% of Year 6 students had experienced bullying during their school years. This is lower than the state average for bullying in schools.

Parent surveys indicated the following (converted score out of 10)

School promotes positive behaviour 7.8 / 10

Parents support learning at home 7.4 / 10

Parents feel welcome at the school 7.3 / 10

Students feel safe going to school 7.3 / 10

Parents feel informed about school 6.6 / 10

Parents feel it is in an inclusive place 6.5 / 10

Policy requirements

Aboriginal education

At Grose View Public School, we embed the principles of Aboriginal education into the regular teaching programs from Kindergarten to Year 6. Teachers are trained in the Aboriginal 8 Ways of Learning pedagogy and as part of their education, our students are exposed to Aboriginal perspectives across all Key Learning Areas. Children who are of Aboriginal or Torres Strait Islander heritage have been identified and their progress, both academically and socially, is monitored with support being provided to those students and teachers accordingly through targeted funding. Celebration days and weeks were recognised within the school, especially NAIDOC week.

Multicultural and anti-racism education

At Grose View Public School, we are committed to celebrating diversity and inclusion for all members of our community. We have a trained Anti-Racism Contact Officer (ARCO) to support staff and students and ensure school policy procedures are met.

We have families from various cultural backgrounds and as such, multicultural understanding and anti-racism is an integral part of the school's educational base. We conduct an annual Harmony Day celebration as well as teaching which supports anti-bullying and anti-racial strategies.

All K–6 teachers implemented units of work which incorporate multicultural and anti-racism perspectives. These units develop students' knowledge and understanding of the beliefs, traditions and customs of other cultures.