

The Grange Public School

Annual Report



2016



4518

Introduction

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

The report demonstrates the school's achievements in relation to the three strategic directions of the School Plan:

Developing successful 21st century learners

Student wellbeing and engagement

Developing school capacity.

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.

Lynne Wilson

Principal

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School background

School vision statement

At The Grange Public School, our purpose is to provide a high quality education which equips young people with the knowledge, skills, understandings and values for life in the 21st Century.

School context

The Grange Public School is located in the south west Sydney area of Minto. Approximately 54% of our students come from language backgrounds other than English.

Currently, 6% of our students are Aboriginal. The current enrolment is 250 students which is increasing due to a new housing development in Minto. Many of our new students have multicultural backgrounds.

Explicit teaching in literacy and numeracy, within an integrated curriculum is underpinned by a strong focus on professional learning for all teachers.

The school has participated in the Early Action for Success initiative from 2013–2015 within our Community of Schools. The school shares two instructional leaders who work with our teachers, with a particular focus in Literacy and Numeracy K–2. Real shifts in student achievement in these areas have been achieved because of participation in E.A.S.

A pivotal learning hub is the school library. The development of information literacy skills, embedding the use of computer technology in Key Learning Areas is a priority. All Stage 3 students are provided with full time access to personal computers (XOs) which is further developing their skills in this area.

Many enriching opportunities in the form of excursions, incursions and sporting clinics are provided for students. These initiatives broaden children's life experiences and contribute to their overall learning.

The school enjoys a high level of community support and is aiming to further improve the level of parent participation in the life of the school over the next three years.

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

In the domain of LEARNING, the school has primarily focussed on learning culture, wellbeing and curriculum and learning.

There is a school wide collective responsibility for student learning and success, with high levels of student, staff and community engagement. The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Programs such as Habits of Mind, Positive Behaviour Learning, Live Life Well at School, the learning and support team, school counsellor and chaplain all support staff to contribute to the wellbeing of all students.

TEACHING

Through the school focus working with Instructional Leaders under Early Action for Success, all staff K-6 have collaboratively analysed work samples to unpack curriculum markers, so that consistent teacher judgement is used when entering PLAN data. Teachers then utilise the continuum and the syllabus to develop lessons to move students to the next cluster. Focussed planning and development of lesson sequences that differentiate the curriculum to meet the needs of all learners was also supported through professional learning in whole staff and team meetings.

Through the development of individual Professional Development Plans and the Quality Teaching Successful Students initiative, staff have benefitted from effective feedback from colleagues. Teachers identified an area of practice to develop in order to increase levels of student learning and engagement. Evidence based practices were developed through teacher reflection and evaluation.

LEADING

In the domain of LEADING, the school's priority in Strategic Direction 3 has been to further develop leadership capacity within the school community. The Beginning Teachers Program has enabled one staff member to explore and develop strategies for student led leadership practices in her classroom. Professional development of all teachers followed through a teaching practices program. A leadership goal for staff was identified in teachers' Professional Development Plans which could involve professional learning or leading programs and initiatives within the school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

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Strategic Direction 1

Developing Successful 21st Century Learners

Purpose

To ensure students have the skills they will need for the future, 21st Century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning.

Students are creative, informed, adaptable, independent thinkers who have well developed communication and social skills to collaborate locally and globally.

Overall summary of progress

Professional development to ensure best practice in Literacy and Numeracy whilst developing critical and creative thinking has been a key strategy to ensure the success of this strategic direction in 2016.

All K–2 teachers have been trained in L3 and Targeting Early Numeracy (TEN), with close monitoring of PLAN data by instructional Leaders, team leaders and classroom teachers to inform teaching and learning cycles. Data is used to determine the focus of weekly team meetings and to identify relevant professional development and collaborative planning.

Stage Two and Three successfully implemented mathematics blocks utilising the pedagogies of Taking off with Numeracy (TOWN) and TEN. Teachers participated in professional development and collaborative planning sessions to implement mathematics blocks.. Staff analysed data across all number strands in order to support student achievement. Mathematics blocks provided students with opportunities to develop strategies for reflection and to 'think about their thinking'.

Stage Two and Three engaged in professional learning around STEM pedagogy. This involved developing authentic STEM units. Staff developed knowledge of how STEM can be used to support students to become critical and creative thinkers, who can work collaboratively and communicate effectively. Teacher evaluations showed a significant increase in student engagement. Student evaluations reported an increased ability to work collaboratively.

Staff engaged in TPL that explored 'Habits of Mind'. A committee was formed and a framework was developed to ensure 'Habits of Mind' is a sustainable initiative and strategies are embedded in quality teaching practice. An external consultant worked collaboratively with the committee to provide professional development for all staff. Developing Habits of Mind is a key initiative that in the early phases but is a key element to developing successful 21st Century Learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased % of students at or above expectations as indicated by PLAN data.	<p>At the end of Term 4,. Early Action for success data indicated the following:</p> <p>At the end of T4 kindergarten data indicated that 80% of students were at or above In reading, comprehension and writing</p> <p>Year 1 data indicated that 72% of students were at or above in reading, 73% in comprehension and 66% in writing</p> <p>Year 2 data indicated that students were at or above 81% in reading, 74% in comprehension and 64% in writing</p>	<p>Early Action for Success allocation</p> <p>\$213185 which included salaries for instructional leaders</p>
Positive trend data in NAPLAN, showing continued growth from Years 3 to Year 5 for 100% of students, with a higher % in the top 2 bands including Aboriginal students.	In term 4, 2016 77% of Year 3 students were above benchmark in reading and 63% of students were at or above benchmark in comprehension. 88% of students in Y3 were at or above benchmark in Early Arithmetical Strategies	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School data reflects 100% of student's' increased ability to demonstrate Habits of Mind and 21st Century learning skills.	The above data indicates the success of the progress made in student learning outcomes in literacy and numeracy.	Habits of mind: \$16000 for TPL and collaborative planning and resources.

Next Steps

- Continue to train new staff in L3, TEN, TOWN, HOM and STEM to ensure quality, evidence based practice across the school. This will support student development of critical and creative thinking skills.
- Stage Two and Three will develop authentic science units utilising STEM pedagogies with a view to developing partnerships with Minto Community of Schools..Students and staff will be provided with opportunities to explore computer sciences through coding programs.
- Key 'Habits of Mind' will be explicitly taught through integrated units. Students will be provided with opportunities to develop habits through explicit teaching. Pre and post data will be collected to determine success.

Strategic Direction 2

Student Wellbeing and Engagement

Purpose

To ensure school is a secure and supportive environment which allows students to flourish and succeed.

Social and emotional learning and students' wellbeing is at the centre of school programming and practices.

Students are confident, resilient, organised persistent and have the skills to have relationships with others.

Overall summary of progress

Professional learning for teachers was provided on the consistent use of behaviour charts in the classroom and using the language of Positive Behaviour Learning (PBL). Regular meetings were held by the committee to analyse the data collected (Loss of Play Room and behaviour slips for class and playground negative behaviour) to allow for the development of stage based lessons for identified concerns for behaviours in different settings. A PBL Statement of Purpose was developed and advertised to the Community. Student leadership and voice were encouraged through class representatives attending, participating in reporting on Parliamentary sessions.

A positive playground reward system was added (raffle tickets) to recognise positive behaviours. These were collected in classrooms, tallied and class rewards were announced at the fortnightly assembly.

Crunch and Sip was launched in all classes and Healthy Breakfasts were held for the community each term. Opportunities were provided for students to participate in a variety of sports clinics and Gala Days as well as Swim Scheme. Sports equipment for lessons and free play at break times were resourced. Students participated in a Community of Schools Swimming Carnival for (competitors), Cross Country and Athletics Carnivals. Stages 2 and 3 received a term of gymnastic lessons by an accredited coach who also demonstrated appropriate lessons to upskill teachers. Other areas of professional development included the Physical Literacy Continuum, Live Life Well at School and policies on safety in PDHPE.

All Aboriginal students had Personal Learning Pathways written by teachers in collaboration with parents/carers and were provided with appropriate support to meet individual goals developed. The 8 Ways of Learning were embedded in teaching and learning programs. Cultural identity was enhanced through participation in the Community of Schools Naidoc Day Excursion, the Heartbeat Program for Stages 2 and 3 and involvement with the Opportunity Hub for Stage 3 students. Welcome to Country is offered at each assembly and official services by our Aboriginal students.

100% of all EALD students received support from the EALD teacher; whether through demonstration of inclusive pedagogies or team teaching with the classroom teacher, small group or individual withdrawal for target students or in support. New Arrivals funding was successfully applied for and used for intensive support for one student before they gained placement in the Intensive English Centre. The EALD teacher worked in collaboration with the Learning Support Team and class teachers to ensure that students' learning phases on the Learning Progression were understood and that EALD students' needs were met. The newly appointed EALD teacher attended Network Meetings each term and completed three Adobe Connect Sessions to keep abreast of all current developments and access resources appropriate for our EALD students.

The Learning and Support Team (LST) has discussed 40% of the student population (e.g. new students, teacher referrals, students in Out of Home Care). It monitored all ILPs, PLPs and OOH Plans developed by class teachers with parents and carers. The LST has worked collaboratively with the Early Action for Success Instructional Leaders and staff to coordinate and monitor the implementation of support and intervention programs such as Reading Recovery, EALD, Minilit and Multilit as well as timetables for School Learning Support Officers who worked collaboratively with class teachers k-4 to meet the identified needs of target and critical students. The LST also ensured that teachers were well informed and confident when making decisions about students who were to be included on the National Consistent Collection of Data (NCCD).

In Semester 2, school was successful in being included in the Chaplaincy Program. The LST coordinated the Chaplain's timetable and provided support and advice about his role in the school so that he could build positive relationships with the students K-6, become involved in their classroom routines and implement social skills and playground games to develop cooperative skills and anger management techniques in identified students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> 100% of students accessing student wellbeing programs, as evidenced by analysis of PBL data, LST data and 21st Century Life skills data. 	<p>All teachers have received professional development on PBL, the use of Behaviour Charts in the classroom and appropriate use of PBL language. Weekly lessons have been updated in response to the analysis of data collected.</p> <p>The PDHPE Committee has utilised "Live Life Well at School" funding grants to continue to host "Healthy Breakfasts" for the school community each term, implemented daily "Crunch and Sip" in classrooms and improved physical fitness for all students through professional development of teachers in a Fundamental Movement Skills and the Physical Literacy Continuum.</p> <p>Learning Support Team referrals were actioned to provide support for academic and behavioural concerns through effective use of the LaST, SLSOs, Chaplain and Councillor. Professional learning about Habits of Mind and Growth Mindset throughout the year has seen the successful transition from introducing the habits and exploring the meanings to expanding the capacities. The school Merit System was changed to include a specific HOM Merit, signage about the habits has been placed in all learning areas, a HOM song has been taught and sung in classes and at assemblies and literacy resources to examine the habits have been purchased.</p> <p>Based on the Evidence Guide for School Excellence, during Term 4 all teachers participated in a rigorous process of rating the school's achievements and teaching and learning programs in a self-assessment process in order to reflect on practice, make judgements based on evidence and determine clear directions for 2017.</p> <p>100% of students with additional learning needs and those who are identified under equity guidelines have been successfully catered for through quality teaching and differentiation, appropriate adjustments and effective use of personnel.</p>	<p>\$12000 allocated for PBL</p> <p>\$14000 TPL funds plus \$7000 allocated from RAM for professional learning</p> <p>1 fulltime teaching position</p>
100% of teachers implementing differentiated programs as evidence by teaching/learning programs based on The School Excellence Framework.	Teaching and learning programs to reflect the Literacy and Numeracy Continua. .	0
100% of Aboriginal, EALD and students with learning adjustments have improved application and work habits, assisted by support from RAM equity funding.	Individual students to receive tiered interventions in accordance with their ILPs and PLPs. These initiatives and monitored by the Learning and Support teacher.	RAM allocation for EALD and indigenous students plus \$28 000 for low level adjustment for disability.

Next Steps

All students will be able to access wellbeing programs and develop 21st Century Life Skills through the Habits of Mind Program, Positive Behaviour Learning and Live Life Well at School Program.

PBL will continue to be a main focus across the school and developed lessons will be responsive to needs as identified

through the analysis of data regularly collected and shared with staff. Professional development will enable teachers to effectively teach 21st Century Life Skills and Habits of Mind.

Curriculum and teaching and learning in every classroom will be differentiated to meet the specific needs of every learner, including Aboriginal, those from language backgrounds other than English and those with additional learning needs.

Teacher judgement against the School Excellence Framework will be used to highlight areas to be addressed where we are "developing" or "sustaining and growing" in Teaching, Learning and Leading, focusing on this strategic direction.

Strategic Direction 3

Developing School Capacity

Purpose

To build the capacity of all groups within the school community, so that teachers provide quality teaching programs.

Students are engaged learners, supported by informed parents.

Overall summary of progress

Through the Beginning Teachers Program (BTP), one teacher initiated and implemented a student leadership program with her class. All teachers were given time to observe this class program in action and some staff have begun to implement/trial parts of the program in their own classes. Two students from each class were chosen to attend our School Parliament. They were given the opportunity to verbally put forward suggestions and reported back to their class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Class data reflects leadership development and improved communication and social skills in all students as evidenced by appropriate surveys.• Evidence to determine nature and number of student leadership opportunities.	<p>Via class walk throughs and more formal observations it has been evident to school executive staff that students are taking on many more classroom leadership roles both in the areas of organisational as well as educational.</p> <p>Student surveys showed that 100% of students in the trial class believed that they were now given many and varied leadership opportunities.</p> <p>Teachers stated that having 2 class representatives at each Parliament meeting was a positive way of introducing students to the more senior student's leadership roles in our school. Teachers supported the continued implementation of the strategies in 2017.</p> <p>The number of parents attending school functions such as Meet The Teacher Night, Parent/Teacher Interviews, Education Week, Book Parade, Easter Hat Parade, Athletics Carnival and Harmony Day has continued to rise. 60% of students had at least 1 family member present during the Book Parade and again at the school's Open day during Education week. 3 new parents were successfully trained through the PaTCH program.</p>	<p>These initiatives were undertaken without the need for additional funding.</p>
100% of teachers achieving professional learning goals as evidenced in Professional Development Plans.	Professional learning is aligned with the Australian Professional standards. TPL was whole staff, team led and individual according to current priorities.	TPL funds, QTSS funds and RAM funding : approximately \$30000.
School data indicates a higher level of parent involvement and participation in areas such as attendance, support of homework, Parents as Teacher and Classroom Helpers (PATCH) and school functions.	Parent teacher evening data indicates a higher percentage of parents attending meet the teacher night, parent teacher interviews and workshops related to school learning programs. Playgroup each week facilitated relationship building amongst prospective parents.	\$7000 Connected Communities funding.

Next Steps

In 2017, all teachers will participate in the TELL (Teaching English Language Learners) Program. Over 50% of students are from a non English speaking background. This initiative in Term 2 will assist teachers address the learning needs of many of these students. Teachers will be given individual professional learning time to pursue their own goals, aligned with the Australian Professional standards for Teachers. Student leadership development is also a priority in 2017. All Stage 3 students will be trained in Peer Support to teach mini lessons to other students in the school regarding social skills . One teacher will facilitate a specialised leadership program for a group of Year 5 students in preparation for leadership in Year 6. Building parent partnerships will involve parents being consulted where appropriate to support school evaluation and planning..

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	100% of students requiring EALD support were targeted during the year through a combination of team teaching and small group interventions.	<p>TPL time for new EALD teacher to attend relevant inservice courses. Resources to supplement guided reading Kits for teachers' access.</p> <p>RAM allocation 0.4 staffing in addition to \$22000 EALD flexible funding.</p> <ul style="list-style-type: none"> English language proficiency (\$0.00)
Low level adjustment for disability	Individual learning plans targeted all students requiring intervention Learning support team actioned referrals for 40% of the student population	<p>TPL costs for LST to attend relevant workshops and meetings Teacher relief to cover case conferences / review meetings throughout the year SLSO salaries.</p> <p>Allocation from RAM 1.0 \$101 574</p> <p>plus \$43 000 flexible funding</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$28 000.00)
Quality Teaching, Successful Students (QTSS)	All teachers participated in the classroom observation program twice in Semester 2. Teachers planned the lessons with their team leaders and were given timely feedback about the learning habits of students in their classes. These observations provided impetus for teachers to be more strategic in delivering learning activities.	<p>2 hours per week in semester 2</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio-economic background	<p>Habits of Mind and PBL an integral part of evaluation and planning cycle</p> <p>100% of teachers implementing Habits of Mind program with all students, as evidenced by improvement in student application and group work</p> <p>Increased learning outcomes for students participating in minilit program.</p>	<p>TPL funds , Habits of Mind consultant , committee planning days, teacher salary for minilitprogram, LMBR release for SAS staff, PBL initiatives</p> <p>\$187 987 allocated</p> <ul style="list-style-type: none"> Socio-economic background (\$0.00)
Support for beginning teachers	The three participating teachers successfully completed their programs and students will benefit from these initiatives in 2017.	<p>resources relating to STEM science , student led leadership and literacy and numeracy for kindergarten beginning teacher</p> <p>Allocation \$23 000</p> <ul style="list-style-type: none"> Support for beginning teachers (\$23 000.00)
Early Action for Success	Data K-2 to indicate student achievement Kinder Term 4 at or above benchmark: Reading 80%, Comprehension 80%, Writing 80%	<p>TPL funds for data days and collaborative planning, TEN training, L3 training and release for teachers to</p>

Early Action for Success	<p>Year 1 Term 4 at or above benchmark: Reading 72%, Comprehension 73%, Writing 66%</p> <p>Year 2 Term 1 at or above benchmark : Reading 81%, comprehension 74%, Writing 64%</p>	<p>attend Ingleburn professional Education network workshops. Salary costs for instructional leaders.</p> <p>Allocation \$150000</p> <ul style="list-style-type: none"> • Early Action for Success (\$0.00)
Positive Behaviour learning	<p>Student data revealed that the vast majority of students were aligned with the green level of student behaviour during the year. The behaviour levels of orange, and red from the school discipline policy were satisfactory frameworks for those students demonstrating negative behaviours.</p>	<p>Allocation from RAM \$18 000</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 700.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	91	103	118	131
Girls	92	123	126	120

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	94.1	89.6	92.3
1	93.3	93.7	91.4	88.4
2	93.4	94.4	92.1	93
3	93.6	93.3	93	92.3
4	94.5	93.9	90.3	93.6
5	95.6	95.5	92.1	92
6	93.5	95.9	93.5	90.3
All Years	93.9	94.3	91.5	91.6
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 information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0.4
School Administration & Support Staff	2.52
Other Positions	0.39

*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	
Postgraduate degree	

Professional learning and teacher accreditation

Professional learning was centred around the three strategic areas in the school plan. Weeks were set aside for individualised professional learning to assist teachers to achieve their professional goals in their performance development plans. Teachers participated in Data Days to consolidate strategies related to the literacy and numeracy continuums.

Nine teachers are new scheme teachers who are progressing with either becoming accredited or maintaining their accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Retained income which has been carried forward is earmarked to purchase new classroom technology. The school will be replacing interactive whiteboards which have reached the end of their functionality and purchase new computers. An amount is set aside for further grounds improvement and the purchase of a new ride on lawn mower.

Income	\$
Balance brought forward	337 445.63
Global funds	151 556.23
Tied funds	510 015.15
School & community sources	40 259.38
Interest	7 084.55
Trust receipts	1 035.95
Canteen	0.00
Total income	1 047 396.89
Expenditure	
Teaching & learning	
Key learning areas	4 455.89
Excursions	5 034.23
Extracurricular dissections	8 401.23
Library	2 332.45
Training & development	0.00
Tied funds	384 205.92
Short term relief	35 522.33
Administration & office	31 107.19
School-operated canteen	0.00
Utilities	29 176.74
Maintenance	8 710.44
Trust accounts	16 630.51
Capital programs	36 528.33
Total expenditure	562 105.26
Balance carried forward	485 291.63

The information provided in the financial summary includes reporting from December 31, 2015 to October 17, 2016 and is the OASIS summary table.. The school rolled over to LMBR on October 17, 2016.

The three financial summary tables cover 13 months (from December 31, 2015 to December 31, 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement

	2016 Actual (\$)
Opening Balance	0.00
Revenue	498 157.69
(2a) Appropriation	485 491.63
(2b) Sale of Goods and Services	65.39
(2c) Grants and Contributions	12 313.22
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	287.45
Expenses	-146 498.14
Recurrent Expenses	-146 498.14
(3a) Employee Related	-103 005.83
(3b) Operating Expenses	-43 492.31
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	351 659.55
Balance Carried Forward	351 659.55

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school's financial management processes and governance structures meet financial policy requirements. Carried forward funds will be utilised to

support the replacement of technology resources within classrooms and upgrading school facilities.

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	1 770 940.89
Base Per Capita	13 318.66
Base Location	0.00
Other Base	1 757 622.23
Equity Total	396 937.22
Equity Aboriginal	11 432.60
Equity Socio economic	187 987.20
Equity Language	66 500.53
Equity Disability	131 016.88
Targeted Total	8 560.00
Other Total	53 752.65
Grand Total	2 230 190.76

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

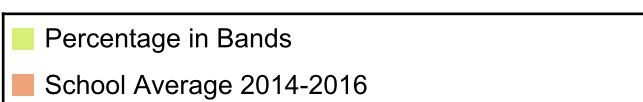
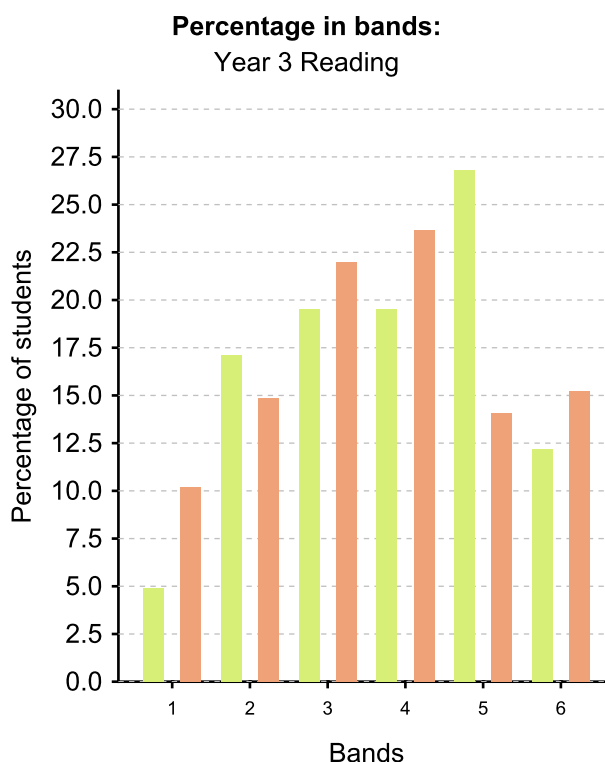
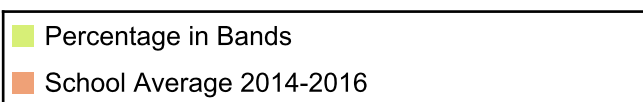
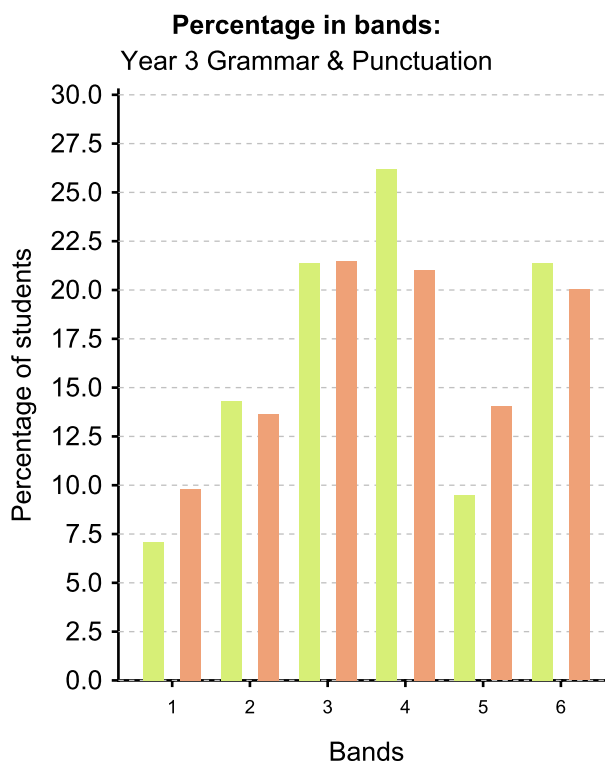
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3, the following are the percentages of students at or above national minimum standards in Literacy:

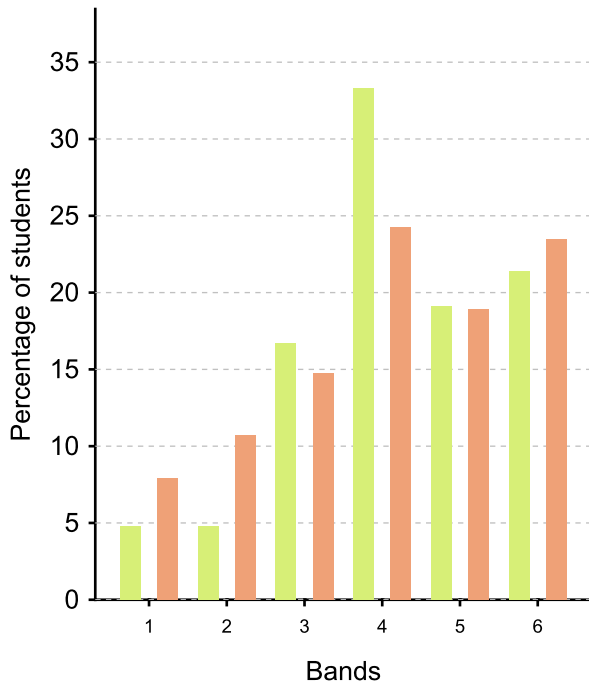
Reading: 95% Writing: 98% Spelling : 95%
Grammar and Punctuation : 93%

In Year 5, the following are the percentages of students at or above minimum standards in Literacy:

Reading : 75% Writing : 90% Spelling : 84%
Grammar and Punctuation : 88%

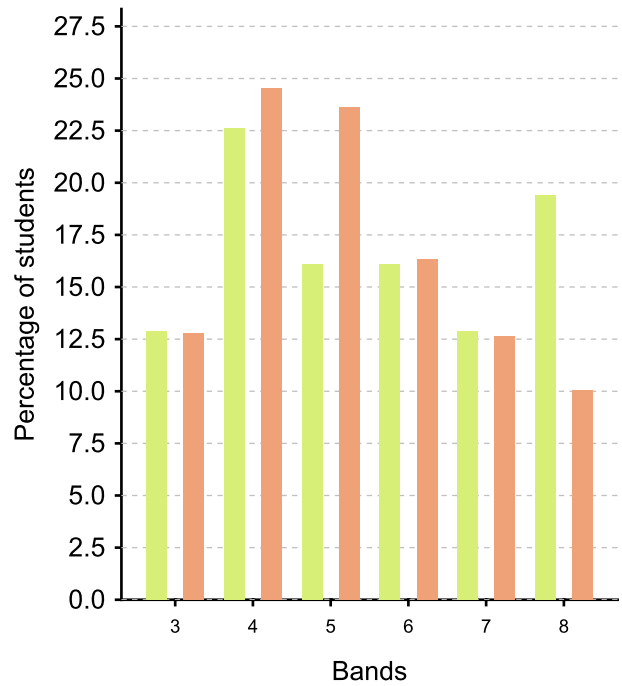


Percentage in bands:
Year 3 Spelling



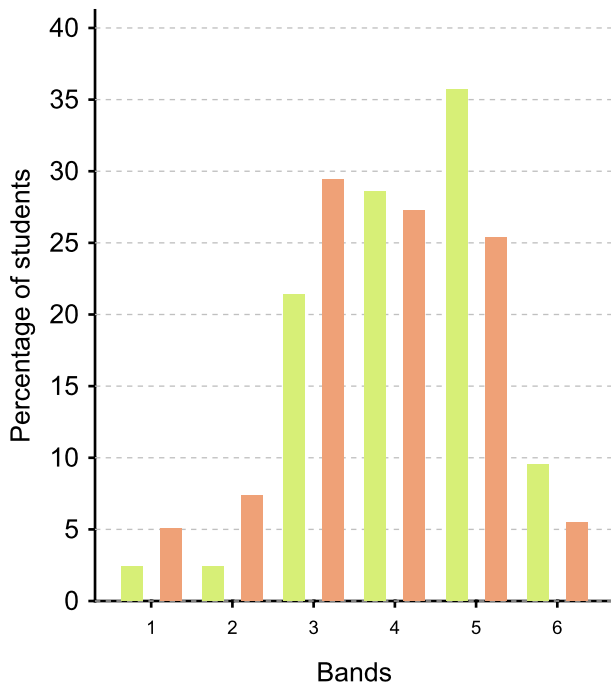
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



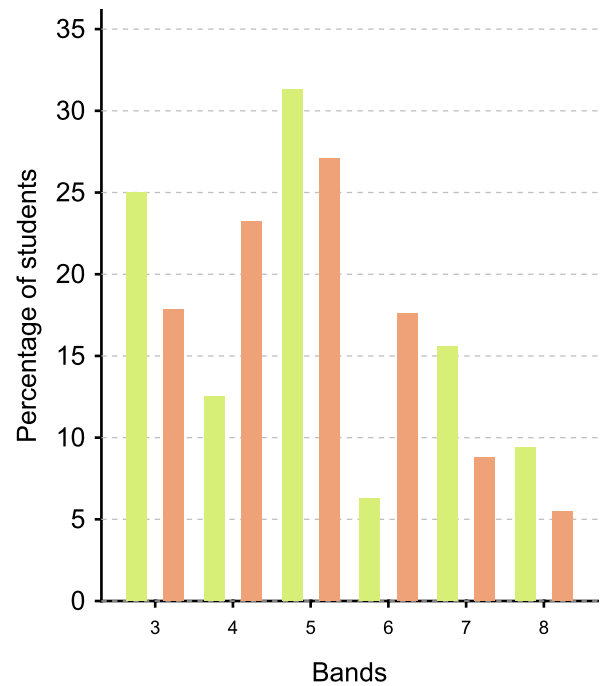
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



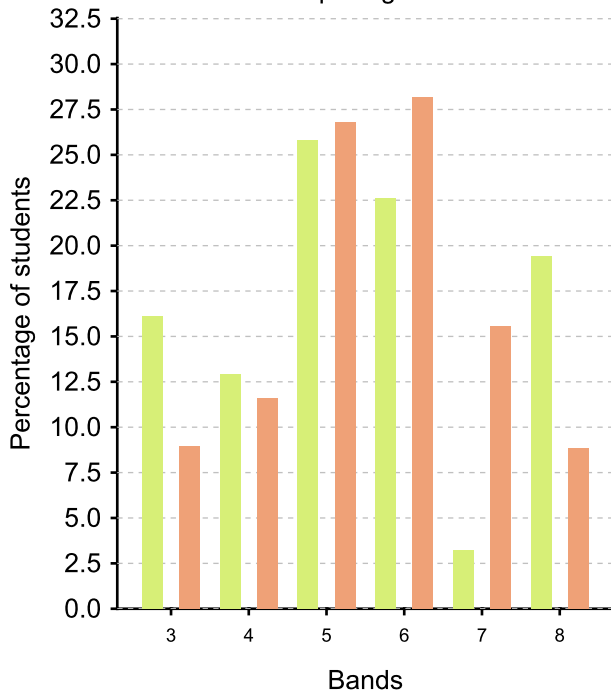
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



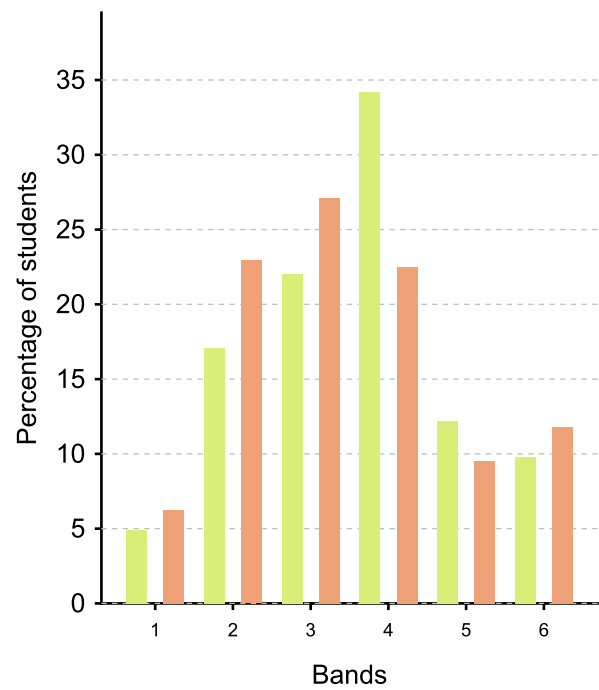
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



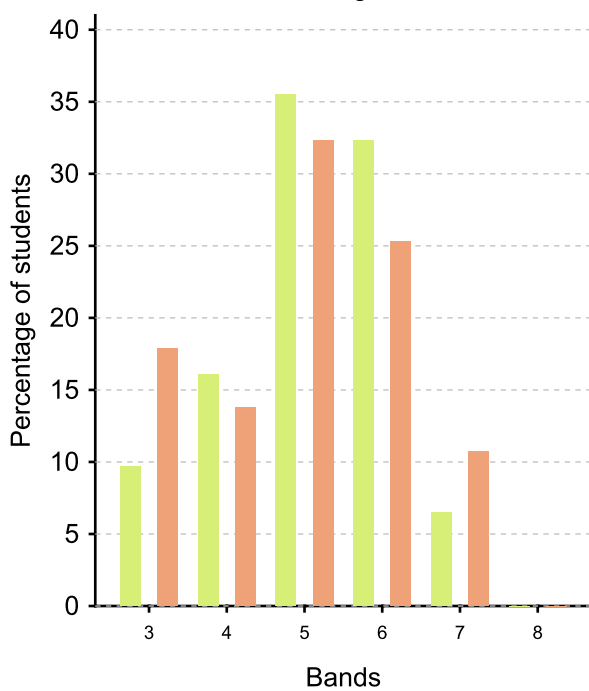
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



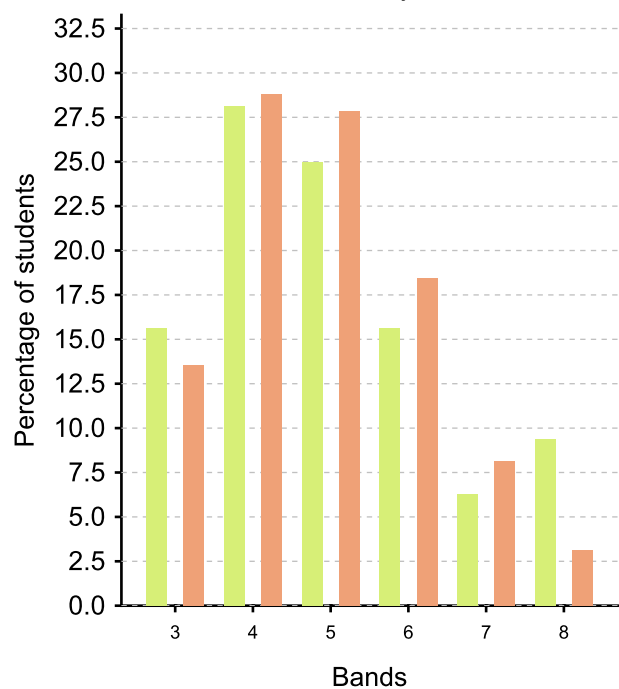
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In Year 3, 95% of students were at or above national minimum standards in Numeracy:

In Year 5, 84% of students were at or above the minimum standards in Numeracy.

Parent/caregiver, student, teacher satisfaction

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

three groups were given the opportunity to participate in the Tell Them from Me Surveys. Their responses are printed below:

were oriented into the school.

Students in Years 4 to 6: 78% had positive relationships ; 96% valued school outcomes ; 75% had positive behaviour; 82% are interested and

motivated and 92% tried hard to succeed in their learning.

Parents; Most parents surveyed believed that they have a strong relationship with the school. They liked that the principal and teachers were approachable and believe that teachers work hard to meet the needs of individual students.

Teachers: Teachers value the collaborative and inclusive culture that exists within the school. They are committed life long learners and believe that the school has strong teaching strategies in place.

Policy requirements

Aboriginal education

The school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. The school prioritises the development of understandings and increased knowledge of histories, cultures and experiences of our indigenous peoples as the first peoples of Australia.

Stage 3 Aboriginal students participated in Opportunity Hub program whereby consultants came in to the school and informed them about traditional culture and contemporary issues. the Examples of other school programs and initiatives are found in this report.

Multicultural and anti-racism education

Approximately 56% of the students attending The Grange Public School come from language backgrounds other than English. The school is committed to providing opportunities that enable all students to achieve equitable educational and social outcomes and participate successfully in our culturally diverse society. School policies and practices counter racism and develop intercultural understanding.

A special day was Harmony Day where over 100 parents attended our assembly and enjoyed the multicultural food with their children.

Teaching programs foster students' understandings of culture and active citizenship based on the general capability of intercultural understanding in each syllabus document.

Communication with parents and community members from culturally diverse backgrounds was strengthened by the formation of a parent social group. This group met regularly during the year. A weekly playgroup took place where parents of pre-schoolers developed links with the school and each other, whilst their children