

Grenfell Public School

Annual Report



2017



2082

Introduction

The Annual Report for **2017** is provided to the community of **Grenfell** 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.

Michele Herbert

Principal

13.4.18

School contact details

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Message from the Principal

Grenfell Public School(GPS) is a P1 school with a population of 180 students in 2017 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 its 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. 2017 was a very special year as we celebrated our Sesquicentenary and ran our school fete in conjunction. Celebrations took place on the 13th and 14th of October. I want to thank Grenfell Public School and the community for a fantastic 13 years as Principal. I will be moving to Emu Heights for the start of 2018.

School background

School vision statement

At Grenfell Public School, our students will be valued lifelong learners skilled with resources to become confident, creative individuals who are prepared for future success. The wellbeing of everyone will be a focus. To have a culture of innovation, evidence based practice and collaboration within and beyond the school community.

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.

Grenfell Public School 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.

Our students and staff enjoy well-resourced classrooms, thanks to additional funding from our committed and active Parents and Citizens Association (P&C).

The school and community chose to focus on 3 strategic directions for the next 3 years. Our first is High Expectations for Learning. 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 Explicit Teaching. This is very important to make sure that we build the capacity of our staff, provide them with opportunities for professional learning, and support them with implementing quality-learning programs. Our third direction is wellbeing. This is essential to make sure that we look after everyone and develop systems that support our students, staff and parents in wellbeing.

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.

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** at 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** at 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**.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Professional learning and classroom practice has been based on student performance. Teachers have analysed NAPLAN data and implemented strategies for improvement. Teachers record classroom observations and progress. The school engages with stakeholders through surveys and meetings to provide directions for the future..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 number students taking part in extra curricula activities. Increased roles and responsibilities of Student Representative Council within the school.	Teacher Professional learning –Targeting early Numeracy– \$4000 Focus on Reading– \$10000 How to Learn– \$4000 Teacher Professional Learning– \$10000 to release staff to work in stage teams	Data analysis implemented in Stage 1 where PLAN data tracking sheets are showing growth on the continuum. NAPLAN data has been analysed to inform areas of improvement. Individual Learning plans are reviewed annually. Staff analysed student work samples in teams to accurately track the students across the continuum for the next step of learning . Policies have been put in place for student assessment.

Next Steps

Build and nurture high expectations for all students and their learning across all areas of the school with a focus on Literacy and Numeracy. Student assessment data 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 new Learning progressions and PLAN 2, 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. Staff will develop and deliver differentiated learning experiences to cater for the diverse range of learning needs. Quality Teaching and innovative practices through L3, Ten, English concepts, Circus arts, Kitchen Garden program, Waste to Art and How to Learn.

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

School and Community partnerships have been strengthened in the Weddin Learning Community through combined professional learning activities. Parent engagement has increased where parents have been involved in creating students' Individual Learning Plans in collaboration with class teachers. Parents attended parent meetings, P&C meetings, assemblies and the Sesquicentenary celebrations held by the school. where a range of activities were delivered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$3587 Equity Funds	Teachers across the Weddin Learning Community continue to implement learning in How To Learn and The English Continuum. Increased student engagement and improved teaching practice. GPS again hosted the Recitation Day in 2017. ANZAC day, sesquicentenary celebrations and festival involvement from our students increased with active roles in services. Parents of all students with Individual Learning Plans reviewed and made adjustments to learning plans for their students. Stronger partnerships with families are improving student learning.

Next Steps

Continue to enhance the relationships of schools in the Weddin Learning Community. Maintain links to Learning community and identify and exploit opportunities for professional learning. Further develop positive parent involvement in working with the classroom teachers to develop Individual Education Plans and look for other opportunities to support student 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

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. Analysis of student well-being has led to the desire to implement Positive Behaviour for Learning strategies in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Professional learning \$20349 Beginning Teacher \$13450	Strong and effective transition program in place. Policies and processes updated to monitor student learning needs. Professional Learning utilised to embed consistent and quality practice across all key learning areas with high expectations the focus. Policies reviewed and implemented. Learning Management Business Reform successfully implemented at Grenfell Public School. Leaders prepared for changes in Learning management Business Reform policies and procedures. Staff trained in "How to Learn". School reviewed through surveys and School Excellence Framework criterion. School capacity showing growth in aspiring leaders

Next Steps

Continue to implement effective Kindergarten and Year 6 transition systems and programs, with continued support of playgroup. Review the Welfare policy to include Positive Behaviour for Learning, 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	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>School Learning Support Teachers provided with extra time to support individual programs. Purchase of Mini Lit and Mac Lit programs and resources.</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$25 000.00) 	<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 to support individual student learning</p>
Quality Teaching, Successful Students (QTSS)	<p>Extra time given to teachers and executive to do this</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$20 000.00) 	<p>Teachers feel supported and executive are able to offer that support.</p> <p>Classroom management strategies are becoming more consistent and supported in the classroom</p>
Socio-economic background	<p>Teacher release</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$20 000.00) 	<p>To overcome isolation students are offered support with Excursion expenses, Young Leaders Day supplied for SRC members. Teacher are given support and training to overcome disadvantage.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	121	115	112	105
Girls	93	90	90	89

Student enrolments in 2017 decreased to 180 and will decrease to around 160 in 2018 due to a large number leaving year 6 and a small intake for Kindergarten.

Class sizes

Class	Total
KK	20
K-1SH	25
2F	20
3-4N	23
3-4F	23
4-5M	23
5-6JK	25
5-6W	26

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93	92.4	96	95.5
1	91.9	94.7	94	96.5
2	94.2	93.8	93.2	93.5
3	94	95.9	94.7	93.3
4	93.3	95.2	92.4	93.9
5	94.7	95.9	94.3	94.4
6	95.3	96.4	94.5	92.8
All Years	93.7	95	94.2	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance rates are at an acceptable standard and if student's attendance becomes a concern the school contacts parents to discuss.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.79
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.55
Other Positions	0

*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	0

Professional learning and teacher accreditation

Significant amounts of Professional Learning were undertaken by Grenfell Public School staff in 2017. The school focus was supporting staff with the implementation of the new Literacy and Numeracy strategy with a focus on assessment practices. Beginning teachers and their mentors were also supported with extra time and support for Beginning Teachers to be accredited.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	286,163
Global funds	131,336
Tied funds	104,575
School & community sources	5,793
Interest	2,141
Trust receipts	6,603
Canteen	0
Total Receipts	250,447
Payments	
Teaching & learning	
Key Learning Areas	1,416
Excursions	12,910
Extracurricular dissections	42,084
Library	1,782
Training & Development	0
Tied Funds Payments	63,370
Short Term Relief	13,089
Administration & Office	14,968
Canteen Payments	0
Utilities	9,023
Maintenance	19,188
Trust Payments	14,553
Capital Programs	0
Total Payments	192,383
Balance carried forward	344,227

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	656,506
Appropriation	572,846
Sale of Goods and Services	8,831
Grants and Contributions	73,323
Gain and Loss	0
Other Revenue	0
Investment Income	1,506
Expenses	-340,430
Recurrent Expenses	-340,430
Employee Related	-174,667
Operating Expenses	-165,762
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	316,076
Balance Carried Forward	316,076

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,568,650
Base Per Capita	30,871
Base Location	80,521
Other Base	1,457,258
Equity Total	189,402
Equity Aboriginal	8,729
Equity Socio economic	72,526
Equity Language	0
Equity Disability	108,147
Targeted Total	34,710
Other Total	39,947
Grand Total	1,832,710

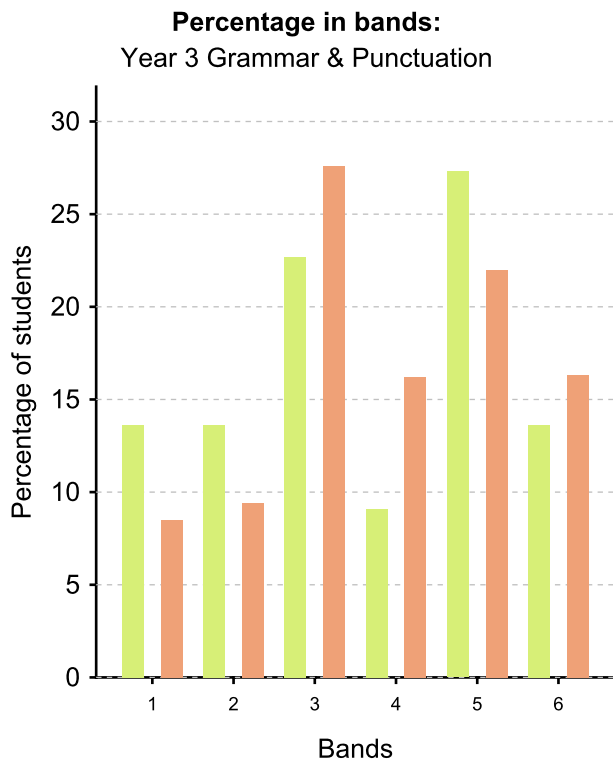
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

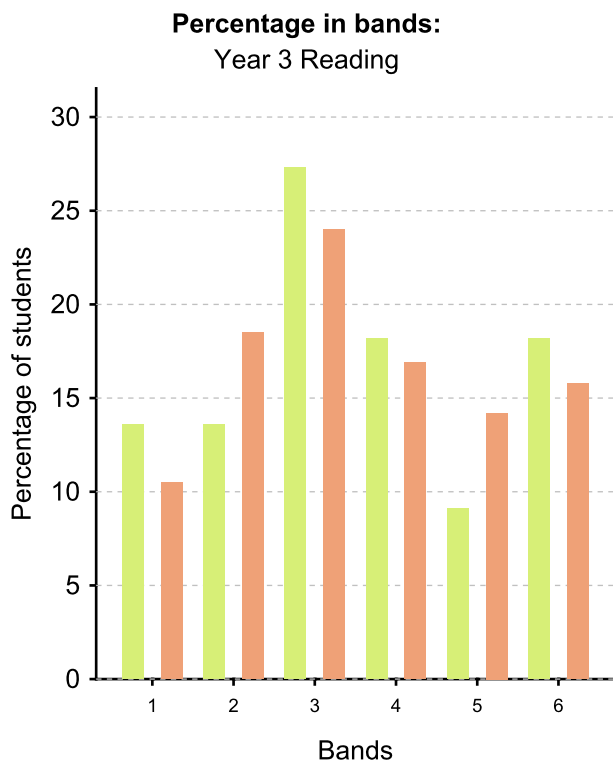
NAPLAN

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
School Average 2015-2017

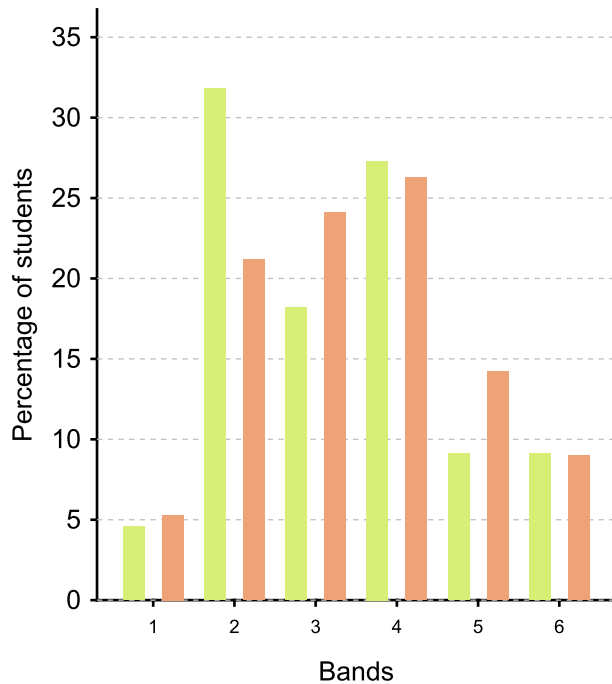
Band	1	2	3	4	5	6
Percentage of students	13.6	13.6	22.7	9.1	27.3	13.6
School avg 2015-2017	8.5	9.4	27.6	16.2	22.0	16.3



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	13.6	13.6	27.3	18.2	9.1	18.2
School avg 2015-2017	10.5	18.5	24.0	16.9	14.2	15.8

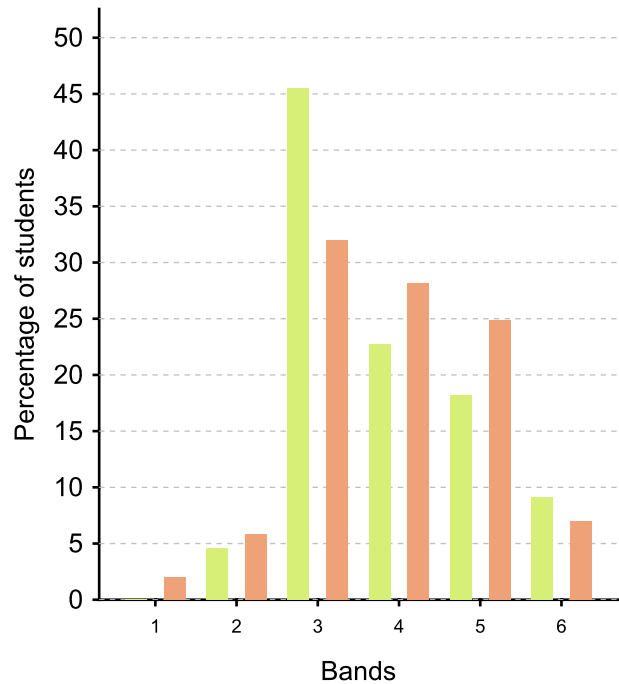
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.6	31.8	18.2	27.3	9.1	9.1
School avg 2015-2017	5.3	21.2	24.1	26.3	14.2	9.0

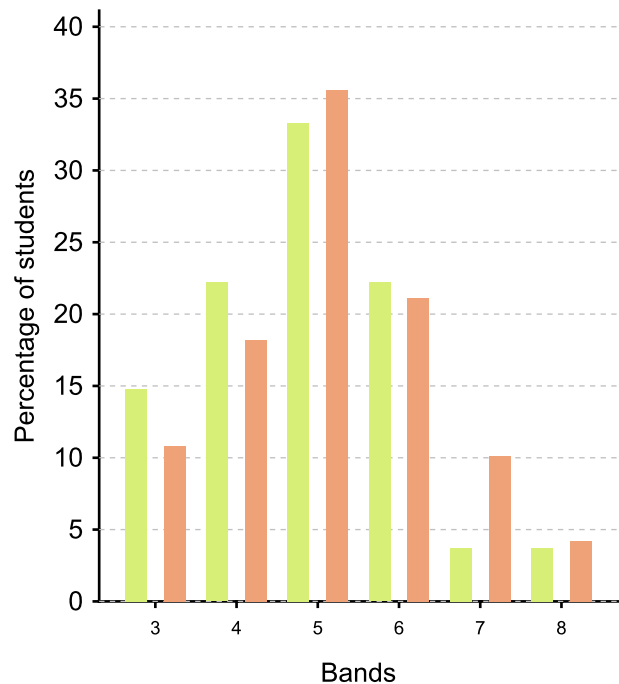
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	4.6	45.5	22.7	18.2	9.1
School avg 2015-2017	2.0	5.8	32.0	28.2	24.9	7.0

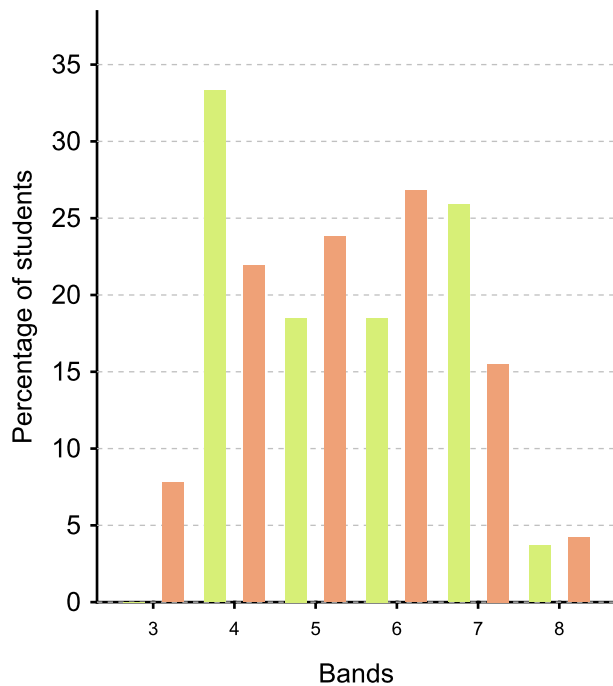
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	14.8	22.2	33.3	22.2	3.7	3.7
School avg 2015-2017	10.8	18.2	35.6	21.1	10.1	4.2

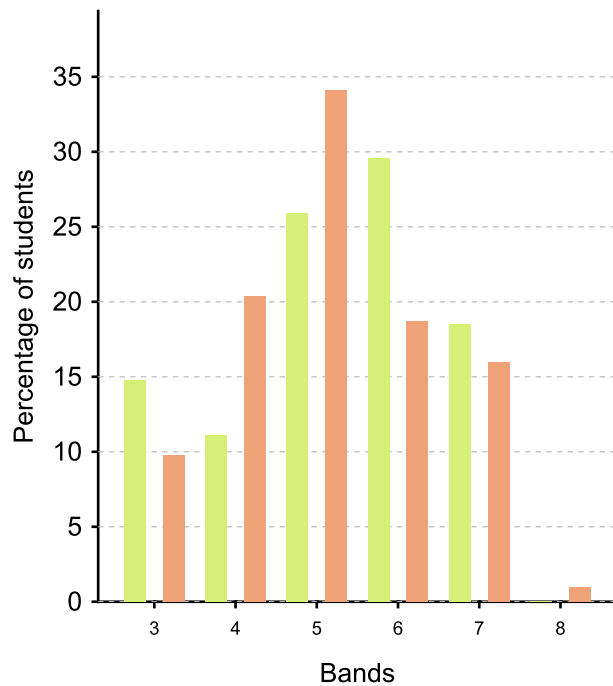
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	33.3	18.5	18.5	25.9	3.7
School avg 2015-2017	7.8	21.9	23.8	26.8	15.5	4.2

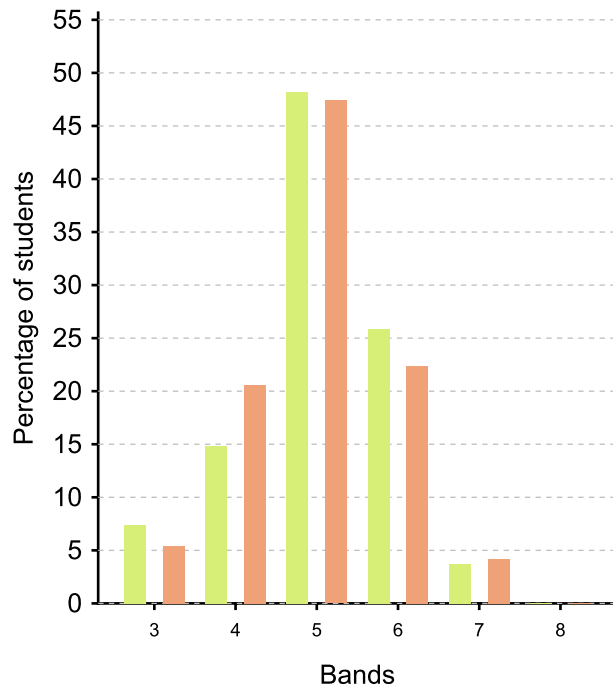
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	14.8	11.1	25.9	29.6	18.5	0.0
School avg 2015-2017	9.8	20.4	34.1	18.7	16.0	1.0

Percentage in bands:
Year 5 Writing



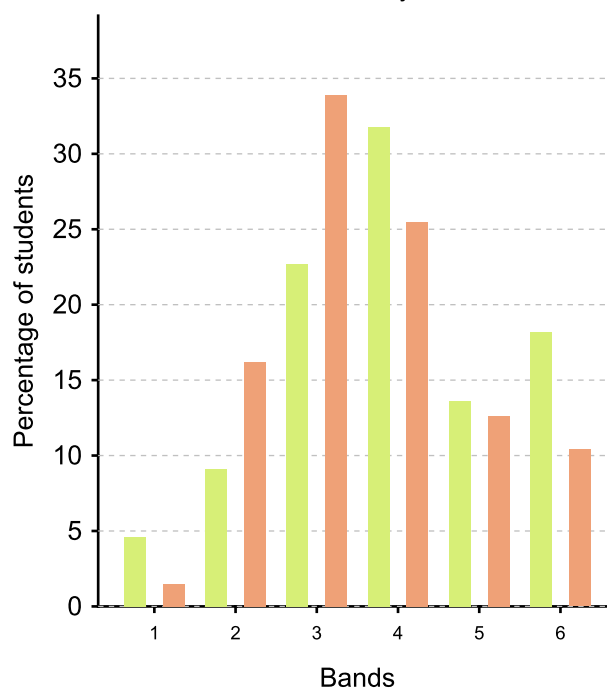
Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.4	14.8	48.2	25.9	3.7	0.0
School avg 2015-2017	5.4	20.6	47.4	22.4	4.2	0.0

40.9% of students in year 3 achieved in the top 2 bands for Grammar and Punctuation. 27.3% of students in year 3 achieved in the top 2 bands for Reading and Writing.

29.6% of students in year 5 achieved in the top 3 bands for Grammar and Punctuation. and top 2 bands for Reading.

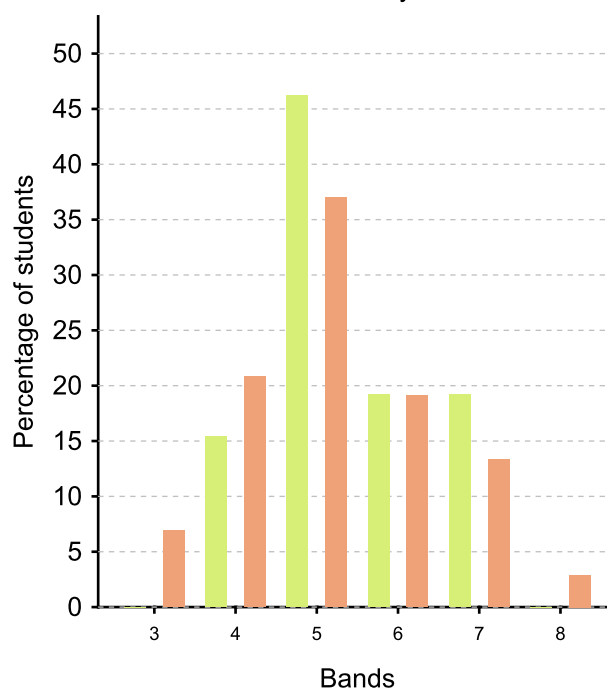
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.6	9.1	22.7	31.8	13.6	18.2
School avg 2015-2017	1.5	16.2	33.9	25.5	12.6	10.4

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	15.4	46.2	19.2	19.2	0.0
School avg 2015-2017	6.9	20.8	37.0	19.1	13.3	2.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school continues to implement strategies and interventions to effectively support the Premier's Priorities.

Parent/caregiver, student, teacher satisfaction

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

In 2017 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.
- 12% of parents indicated that communication could be improved, particularly through parent/teacher interviews.
- 92% 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, a group of Aboriginal performers from Cowra came and performed a smoking ceremony, Aboriginal traditional dancing, played the didgeridoo and ran student workshops. Students also got to try kangaroo sausages and crocodile meat.

100% of Aboriginal students have Individual learning Plans. Aboriginal parents in the community attend most events that the school hosts or are actively involved..

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.