

# The Grange Public School

## Annual Report



2017



4518

## Introduction

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

Mrs. Lynne Wilson

Principal

### School contact details

The Grange Public School

8 Benham Road

Minto, 2566

[www.thegrange-p.schools.nsw.edu.au](http://www.thegrange-p.schools.nsw.edu.au)

[thegrange-p.School@det.nsw.edu.au](mailto:thegrange-p.School@det.nsw.edu.au)

9603 3766

## 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 is being supported under the Literacy and Numeracy Strategy 2017–2020. The school as a result, has an instructional leader who works with our teachers, with a particular focus in Literacy and Numeracy K–6. Real shifts in student achievement in these areas have been achieved because of participation in Early Action for Success initiative..

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.

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

### 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 2017. 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 3 participated in a successful second language program in Mandarin. This involved using connected classroom facilities to connect with language teachers in China. Students in Stage Three engaged in weekly Mandarin Lessons whilst also exploring Chinese Culture. These lessons were supported by Stage Three Teachers who delivered follow up opportunities for daily practice. Teacher evaluations and assessment data showed a high engagement and retention rate.

All classes K–6 utilised connected classroom facilities to explore concepts across Key Learning Areas. This provided students with the opportunity to engage with experts across various fields. This included Science, Literature and History. The virtual excursions ensured students had access to specialist resources whilst broadening their thinking around key concepts and areas of study and employment in professional fields.

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 professional learning that explored embedding Habits of Mind across Key Learning Areas. The committee developed a range of resources to support teachers in planning for opportunities to develop the sixteen habits by integrating them with other curriculum areas. The committee sourced tools to assess the impact of the habits on student learning outcomes. Developing Habits of Mind is a key initiative that is sustaining and growing but is a key element to developing successful 21st Century Learners.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)                          | Funds Expended<br>(Resources)  | Progress achieved this year   |
|--|--|---|
| An increased % of students at or above expectations as indicated by PLAN data. | Early Action for Success allocation<br><br>\$213185 which included salaries for Instructional Leader | Early Action for Success data for Kindergarten to Year 2 in 2017 for students at or above expectations indicated the following:<br><br><b>Reading</b> – K:75%, Yr1:82%, Yr3:74%<br><br><b>Comprehension</b> – K:76%, Yr1:67%, Yr2:68%<br><br><b>Writing</b> – K:69%, Yr1:58%, Yr2:48%<br><br><b>Early Arithmetical Strategies</b> – K:98%, Yr1:94%, |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year   |
|--|--|---|
| An increased % of students at or above expectations as indicated by PLAN data.   |  | Yr2:96%   |
| 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. | Additional funds allocated for 0.2 Instructional Leader to support Years 3–6– \$35 000 | <p><b>YEAR 3 NAPLAN</b></p> <p><b>Reading</b> 35% in top 2 bands, an improvement of 14% from 2015</p> <p><b>Grammar and Punctuation</b> 42% in top 2 bands, an improvement of 14% from 2015</p> <p><b>Spelling</b> 54% in top 2 bands, an improvement of 21% from 2015</p> <p><b>Numeracy</b> 39% in top 2 bands, an improvement of 62% from 2015</p> <p><b>YEAR 5 NAPLAN</b></p> <p><b>Reading</b> 29% of students in top 2 bands, an improvement of 25% from 2015</p> <p><b>Grammar and Punctuation</b> 24% of students in top 2 bands, an improvement of 24% from 2015</p> <p><b>Spelling</b> 33% of students in top 2 bands, an improvement of 14% from 2015</p> <p><b>Numeracy</b> 24% of students on top 2 bands, an improvement of 17% from 2015</p> |
| School data reflects 100% of student's' increased ability to demonstrate Habits of Mind and 21st Century learning skills.  | Habits of mind: \$16000 for TPL and collaborative planning and resources.              | The above data indicates the success of the progress made in student learning outcomes in literacy and numeracy.  |

## 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.
- Digital literacy will become a key focus across K–6. This will be supported by the purchase of robotics resources and laptops.
- 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

The school continues to participate in the Positive Behaviour learning program as the foundation for student wellbeing in the school. The consistent use of behaviour charts in the classroom and use of the language of Positive Behaviour Learning (PBL) was revised through team and staff meetings. Regular meetings were held by the PBL 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. Peer Support was successfully implemented K–6 to embed PBL concepts.

A comprehensive Child Protection Education program was delivered by YMCA.

Student leadership and voice were encouraged through class representatives attending, participating in reporting on Parliamentary sessions. A Student Leadership Program was launched for selected students in Year 5. These students also attended the Minds in the Fields initiative.

Tell Them From Me Surveys were conducted in Terms 1 and 3 for students in Years 4–6 and for teachers and parents in Term 3. The reports from these surveys were analysed by staff to determine trends that needed addressing.

Habits of Mind (HOM) entered the embedding stage and focused on TEN (K–2) and STEM (3–6) programs. The committee initiated the inclusion of photos of students demonstrating HOM in the Informer and a student competition for a new HOM song.

Crunch and Sip was continued 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. K–2 staff updated their gymnastics skills, purchased suitable equipment and implemented lessons.

All Aboriginal students had Personal Learning Pathways (PLPs) written by teachers in collaboration with parents/carers and were provided with appropriate support to meet individual goals developed. 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. Support for all Aboriginal students was provided to align with PLPs and extend academic and social skills through a STEM initiative. 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. 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 EALD teacher attended Network Meetings each term and completed 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 OOHC Plans developed by class teachers with parents and carers. The LST has worked collaboratively with the Early Action for Success Instructional Leader 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–6 to meet the identified needs of target and critical students. All identified students had ILPs developed in consultation with parents/carers. 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).



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. A particular focus was on bullying behaviours and response to bullying.

| Progress towards achieving improvement measures  |   |   |
|--|---|---|
| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)   | Progress achieved this year   |
| <ul style="list-style-type: none"> <li>100% of students accessing student wellbeing programs, as evidenced by analysis of PBL data, LST data and 21st Century Life skills data.</li> </ul> | <p>\$12000 allocated for PBL</p> <p>\$14000 TPL funds plus</p> <p>\$7000 allocated from RAM for professional learning</p> <p>1 fulltime teaching position</p> | <p>All teachers have continued to receive professional development on PBL, the use of Behaviour Charts in the classroom and appropriate use of PBL language. Peer Support has successfully been implemented to embed PBL concepts and increase student leadership.</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, encouraging and monitoring 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 Counsellor. Professional learning about Habits of Mind and Growth Mindset throughout the year has seen the successful transition from introducing the habits, exploring the meanings, expanding the capacities and onto embedding into programs. The school Merit System includes a specific HOM Merit, signage about the habits in all learning areas is a reference point for discussion about behaviours and a new HOM song has been taught and sung in classes and at assemblies. 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 2018.</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> |
| 100% of teachers implementing differentiated programs as evidence by teaching/learning programs based on The School Excellence Framework.  | NIL   | Teaching and learning programs reflect the Literacy and Numeracy Continuums and evidence based programs are effectively implemented.  |
| 100% of Aboriginal, EALD and students with learning adjustments have improved application and work habits, assisted by support from RAM  | RAM allocation for EALD and indigenous students plus \$28 000 for low level adjustment for disability.  | Individual students receive tiered interventions in accordance with their ILPs and PLPs. The progress of students is monitored by the Learning and Support Team.  |



### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years) | Funds Expended<br>(Resources) | Progress achieved this year  |
|---|-------------------------------|--|
| equity funding.                                       |                               | Individual students receive tiered interventions in accordance with their ILPs and PLPs. The progress of students is monitored by the Learning and Support Team. |

### Next Steps

- Implement a whole school integrated approach to training staff in the literacy and numeracy learning progressions.
- Use the Wellbeing Toolkit so that students can connect, succeed and thrive at each stage of their schooling.
- Develop a framework to support all staff in a range of classroom management strategies.
- Investigate strategies to develop self responsibility and mindfulness in all students.
- Use authentic data to provide evidence based, strategic wellbeing practices.

## 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

There was a strong focus on Teachers' Personal Development Plans (PDP) and in particular, teacher's individual/personal goals. Teachers participated in blocks of individual professional learning to complete inquiry based research around an area of professional development which would have the maximum impact on student learning. All teachers reported back to staff about the research undertaken and how this influenced their classroom practice.

Students' leadership skills continued to be developed through the Beginning Teachers Program (BTP) and other school initiatives such as Peer Support and split assemblies (K–2, 3–6). Potential student leaders were selected from Year 5 and took part in the Student Leadership program run as part of the BTP in Terms 3 and 4. Stage 3 students underwent Peer Support training in early Term 2 and led Peer Support groups once a week K–6. Our whole school assembly was split into two separate assemblies to further support leadership opportunities for an increased number of students as well as decrease the amount of time students spend in assembly and out of class.

Teachers took part in whole school TPL as well as specific TPL by the Instructional Leader (IL). Our major initiative was to implement Learning Walks. All staff took part in TPL involving the research behind Learning Walks and how it would be implemented. Writing was chosen as the focus as school data showed the highest percentage of targeted and critical students in this area. Six classroom teachers and the IL participated in 3 separate Learning Walks in Terms 3 and 4. As a result of the Learning Walks findings, Reflection and Feedback became the focus for future TPL and Learning Walks.

Communication with parents and parent participation was improved through the continuation of the PaTCH program. 4 parents took part in the training and completed practical activities within 4 classrooms. K–2 ran a Naidoc Day which included hands on activities for both students and parents to be involved in. Our EALD teacher initiated a parent social group which met once a week to help parents from various cultures feel welcome and well informed.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Class data reflects leadership development and improved communication and social skills in all students as evidenced by appropriate surveys.</li><li>• Evidence to determine nature and number of student leadership opportunities.</li></ul> | These initiatives were undertaken without the need for additional funding. | Students' leadership skills continued to be developed through the Beginning Teachers Program (BTP) and other school initiatives such as Peer Support and split assemblies (K–2, 3–6). Potential student leaders were selected from Year 5 and took part in the Student Leadership program run as part of the BTP in Terms 3 and 4. Stage 3 students underwent Peer Support training in early Term 2 and led Peer Support groups once a week K–6. Our whole school assembly was split into two separate assemblies to further support leadership opportunities for an increased number of students as well as decrease the amount of time students spend in assembly and out of class. |
| 100% of teachers achieving professional learning goals as evidenced in Professional Development Plans.  | TPL funds, QTSS funds and RAM funding : approximately \$30000.             | There was a strong focus on Teachers' Personal Development Plans (PDP) and in particular, teacher's individual/personal goals. Teacher's used 3 Teacher Professional Learning (TPL) times to complete an inquiry based research around an area of need for them or their students. All teachers reported back to staff about the research undertaken and how this may influence their classroom practice.   |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)         | Progress achieved this year   |
|---|---------------------------------------|---|
| 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. | \$7000 Connected Communities funding. | Communication with parents and parent participation was improved through the continuation of the PaTCH program. 4 parents took part in the training and completed practical activities within 4 classrooms. K–2 ran a Naidoc Day which included hands on activities for both students and parents to be involved in. Our EALD teacher initiated a parent social group which met once a week to help parents from various cultures feel welcome and well informed. |

## Next Steps

- maintain a focus on teachers personal goals within PDP's and look at Spirals of Inquiry TPL..
- continue student leadership training with Year 5 and Peer Support led by Stage 3.
- re evaluate split assemblies and seek whole school community feedback.
- Learning Walks will continue with a revised focus on Reflection and Feedback. Particular attention will be on teachers making the students learning goals visible and students ability to verbalise their learning goal during reflection.
- the parent social group will be used as a starting platform to create a parent information group where guest speakers will be invited to discuss and inform parents about the School Plan and Milestones. Guest speakers may also present practical activities based on the teaching and learning of Key Learning Areas (KLA's)

| Key Initiatives                      | Resources (annual)  | Impact achieved this year   |
|--------------------------------------|---|---|
| <b>Aboriginal background loading</b> | <p>TPL time for EALD teacher to attend relevant inservice courses.</p> <p>Resources to supplement guided reading kits for teachers' access.</p> <p>RAM allocation 0.4 staffing in addition to \$22000</p> | <p>The Aboriginal support teacher on a Monday supported Aboriginal students to achieve their learning goals which had been recorded on their personal development pathways.. Semester one concentrated mainly on achieving writing goals. Semester two the Aboriginal support teacher continued to support Aboriginal students through a STEM unit where the students could learn about their culture through the eight ways of learning pedagogy.</p> <p>The Aboriginal support teacher taught an integrated Creative arts unit to 1/2O and 2/3G. They listened and moved to Aboriginal legends as well as investigated the different symbols used in Aboriginal painting and traditional music..</p> <p>Stage 2 students worked on a unit called "COMMUNITY &amp; REMEMBRANCE" which moved from the heritage of their local area to students exploring the historical features and diversity of their community. They looked at shelter, food,music, clothing, art &amp; transport. They studied some Dreamtime stories and Indigenous Languages.</p> <p>Stage 3 students while studying the history unit called "AUSTRALIAN COLONIES" learnt about the relationship of Aboriginal people to the land and of the lifestyle of Aboriginal and Torres Strait Islander people prior to British Colonisation. They are holding productive class discussions around the topic through the reading of quality literature and digital stories on BTN programs. During BookFest the students participated in a Video Conference about Indigenous Storytelling.</p> <p>In March the school celebrated Harmony day and a variety of performers visited the school which included an Aboriginal performer.</p> <p>To celebrate NAIDOC week Aboriginal students entered a poetry writing competition.They also visited Sarah Redfern Public School and participated in a variety of activities which included a cultural smoking ceremony.</p> <p>Jollypops also visited the school and students learnt about the scientific principles behind some great inventions and environmental understandings of Aboriginal and Torres Strait Islander People. They also looked at the science behind the design of the didgeridoo and the boomerang.</p> |
| <b>English language proficiency</b>  | <p>TPL time for new EALD teacher to attend relevant inservice courses.</p> <p>Resources to supplement guided reading Kits for teachers' access.</p>   |   |

|   |   |   |
|---|---|---|
| <b>English language proficiency</b>                 | RAM allocation 0.4 staffing in addition to \$22000 EALD flexible funding.   |   |
| <b>Low level adjustment for disability</b>          | TPL costs for LST to attend relevant workshops and meetings Teacher relief to cover case conferences / review meetings throughout the year SLSO salaries.<br><br>Allocation from RAM 1.0 \$101 574 plus \$43 000 flexible funding       |   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | 2 hours per week in semester 2  | 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.                    |
| <b>Socio-economic background</b>                    | TPL funds , Habits of Mind consultant , committee planning days, teacher salary for minilitprogram, LMBR release for SAS staff, PBL initiatives<br><br>\$187 987 allocated  | Habits of Mind and PBL an integral part of evaluation and planning cycle 100% of teachers implementing Habits of Mind program with all students, as evidenced by improvement in student application and group work Increased learning outcomes for students participating in Minilit program.   |
| <b>Support for beginning teachers</b>               | resources relating to STEM science , student led leadership and literacy and numeracy for kindergarten beginning teacher<br><br>Allocation \$23 000   | The three participating teachers successfully completed their programs and students will benefit from these initiatives in 2017.  |
| <b>Early Action for Success</b>                     | TPL funds for data days and collaborative planning, TEN training, L3 training and release for teachers to attend Ingleburn professional Education network workshops. Salary costs for instructional leaders.<br><br>Allocation \$150000 | Early Action for Success data for Kindergarten to Year 2 in 2017 for students at or above expectations indicated the following:<br><br><b>Reading</b> – K:75%, Yr1:82%, Yr3:74%<br><br><b>Comprehension</b> – K:76%, Yr1:67%, Yr2:68%<br><br><b>Writing</b> – K:69%, Yr1:58%, Yr2:48%<br><br><b>Early Arithmetical Strategies</b> – K:98%, Yr1:94%, Yr2:96% |
| <b>Positive Behaviour learning</b>                  | Allocation from RAM \$18 000  | 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.   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 103        | 118  | 131  | 150  |
| Girls    | 123        | 126  | 120  | 141  |

Our student enrolments increased in 2017 due to redevelopment in the local area. Over the past six years, the student population has increased from eight classes to twelve.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 94.1 | 89.6 | 92.3 | 92.5 |
| 1         | 93.7 | 91.4 | 88.4 | 91.6 |
| 2         | 94.4 | 92.1 | 93   | 90.7 |
| 3         | 93.3 | 93   | 92.3 | 92.1 |
| 4         | 93.9 | 90.3 | 93.6 | 93.1 |
| 5         | 95.5 | 92.1 | 92   | 91.5 |
| 6         | 95.9 | 93.5 | 90.3 | 89.8 |
| All Years | 94.3 | 91.5 | 91.6 | 91.7 |
| 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

All parents in the school are advised through regular communication of the importance of school attendance. Class teachers record all absences in class rolls on a daily basis with students required to bring an absent note on their return to school.

Support from the Home School Liaison Officer is provided for incidents of frequent or prolonged non-attendance at school. Records for late arrivals or

departures are accurately maintained.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 0     |
| Assistant Principal(s)                | 3     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 10.49 |
| Teacher of Reading Recovery           | 0.42  |
| Learning & Support Teacher(s)         | 1     |
| Teacher Librarian                     | 0.6   |
| Teacher of ESL                        | 0.4   |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 2.52  |
| Other Positions                       | 0     |

\*Full Time Equivalent

The Australian Education regulation, 2014, requires schools to report on the Aboriginal composition of their workforce.

### 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

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. The instructional leader presented a variety of professional learning modes to all teachers throughout the year. The high quality professional learning at The Grange has ensured that teachers are at the forefront of new

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

### Financial summary

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

|                                       | 2017 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 351,660                 |
| <b>Revenue</b>                        | 2,797,956               |
| Appropriation                         | 2,727,965               |
| Sale of Goods and Services            | 4,268                   |
| Grants and Contributions              | 61,858                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 3,865                   |
| <b>Expenses</b>                       | -2,890,030              |
| Recurrent Expenses                    | -2,890,030              |
| Employee Related                      | -2,587,296              |
| Operating Expenses                    | -302,734                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | -92,075                 |
| <b>Balance Carried Forward</b>        | 259,585                 |

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.



## Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 2,038,047               |
| Base Per Capita       | 38,359                  |
| Base Location         | 0                       |
| Other Base            | 1,999,688               |
| <b>Equity Total</b>   | 447,843                 |
| Equity Aboriginal     | 18,578                  |
| Equity Socio economic | 219,732                 |
| Equity Language       | 64,148                  |
| Equity Disability     | 145,385                 |
| <b>Targeted Total</b> | 11,267                  |
| <b>Other Total</b>    | 188,182                 |
| <b>Grand Total</b>    | 2,685,340               |

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.

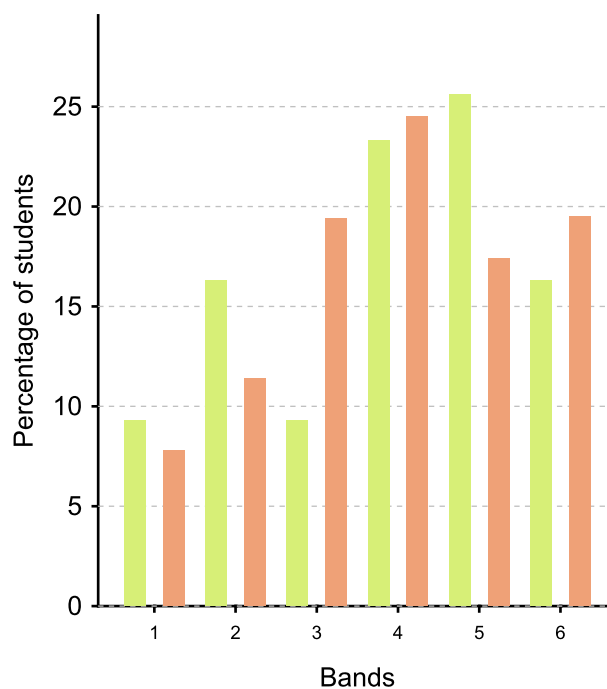
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

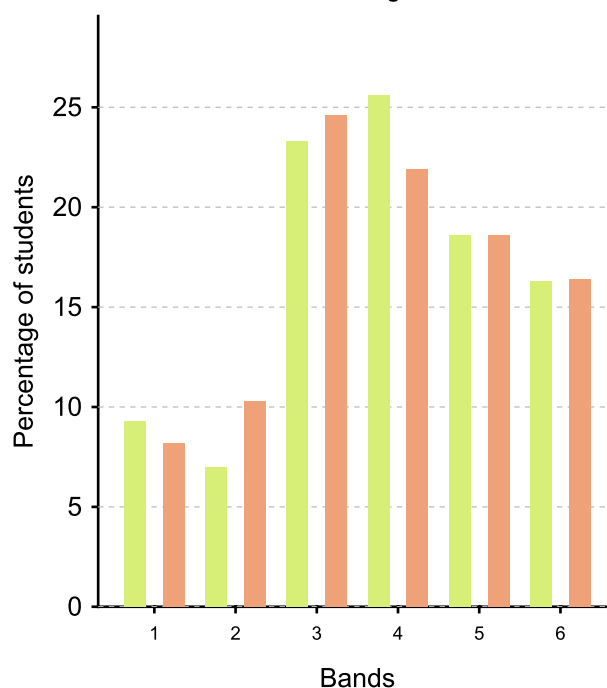
**Percentage in bands:**  
Year 3 Grammar & Punctuation



|                          |  |
|--------------------------|--|
| Percentage in Bands      |  |
| School Average 2015-2017 |  |

| Band                   | 1   | 2    | 3    | 4    | 5    | 6    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 9.3 | 16.3 | 9.3  | 23.3 | 25.6 | 16.3 |
| School avg 2015-2017   | 7.8 | 11.4 | 19.4 | 24.5 | 17.4 | 19.5 |

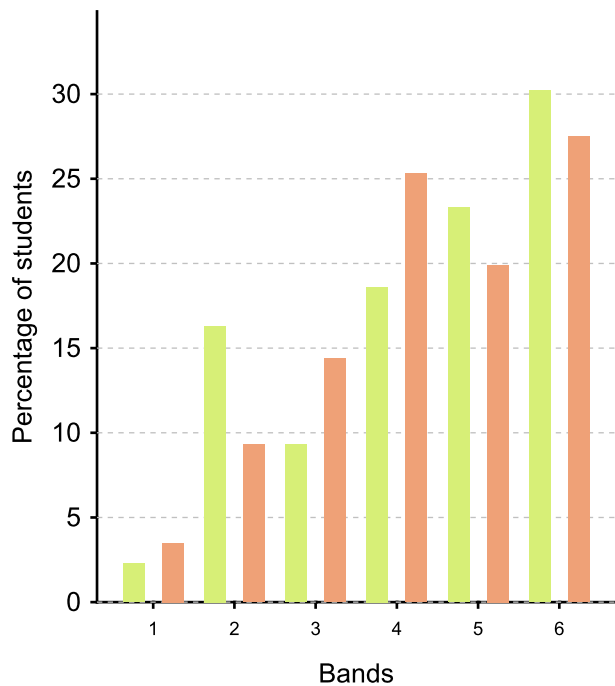
**Percentage in bands:**  
Year 3 Reading



|                          |  |
|--------------------------|--|
| Percentage in Bands      |  |
| School Average 2015-2017 |  |

| Band                   | 1   | 2    | 3    | 4    | 5    | 6    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 9.3 | 7.0  | 23.3 | 25.6 | 18.6 | 16.3 |
| School avg 2015-2017   | 8.2 | 10.3 | 24.6 | 21.9 | 18.6 | 16.4 |

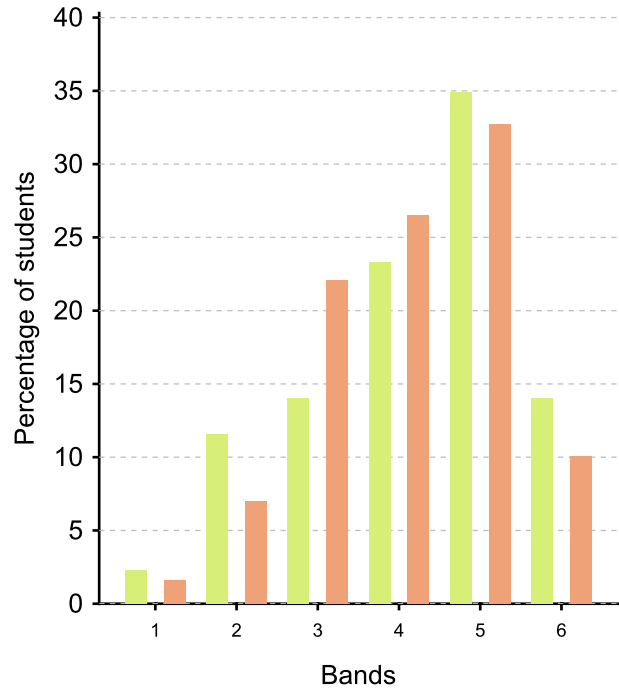
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2015-2017

| Band                   | 1   | 2    | 3    | 4    | 5    | 6    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 2.3 | 16.3 | 9.3  | 18.6 | 23.3 | 30.2 |
| School avg 2015-2017   | 3.5 | 9.3  | 14.4 | 25.3 | 19.9 | 27.5 |

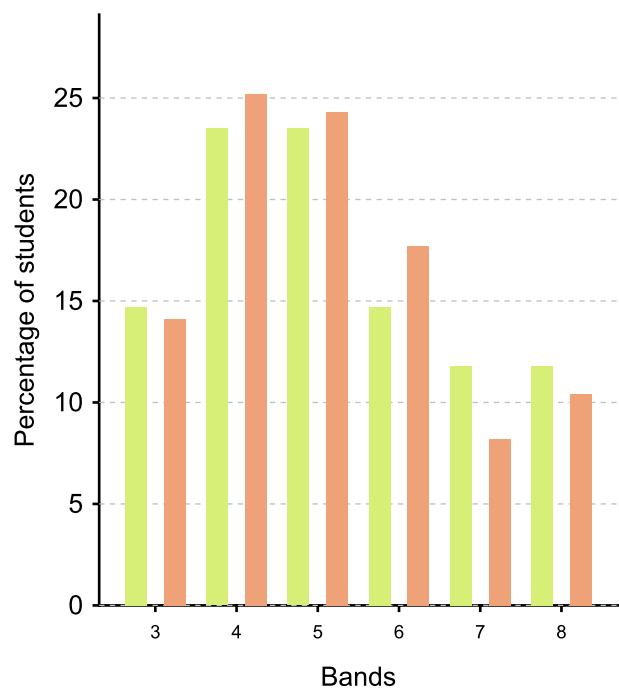
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

| Band                   | 1   | 2    | 3    | 4    | 5    | 6    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 2.3 | 11.6 | 14.0 | 23.3 | 34.9 | 14.0 |
| School avg 2015-2017   | 1.6 | 7.0  | 22.1 | 26.5 | 32.7 | 10.1 |

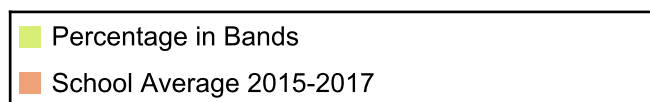
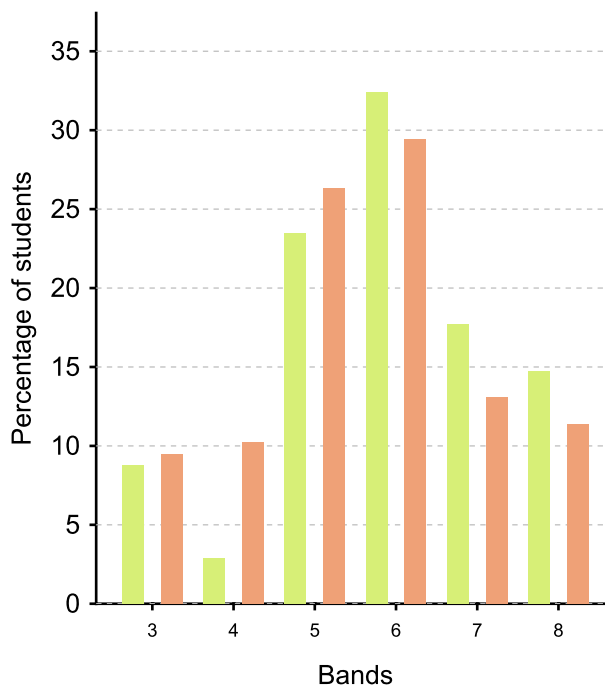
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

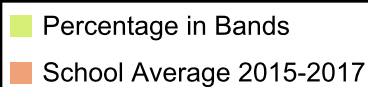
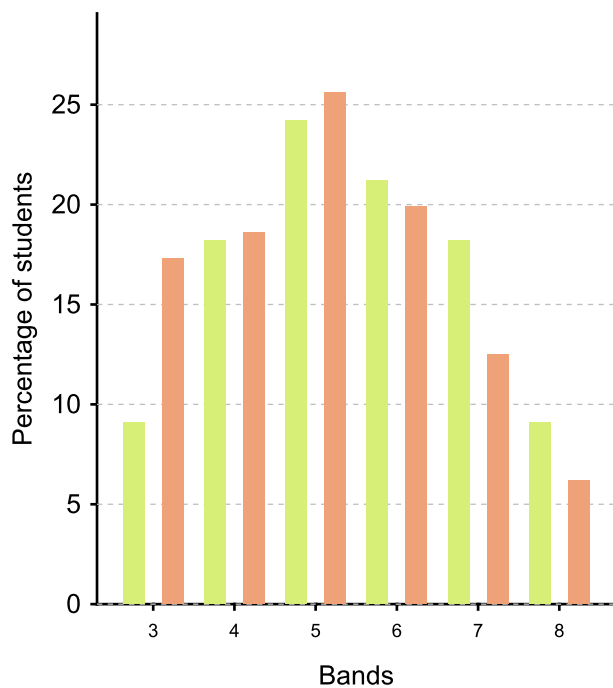
| Band                   | 3    | 4    | 5    | 6    | 7    | 8    |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 14.7 | 23.5 | 23.5 | 14.7 | 11.8 | 11.8 |
| School avg 2015-2017   | 14.1 | 25.2 | 24.3 | 17.7 | 8.2  | 10.4 |

**Percentage in bands:**  
Year 5 Spelling



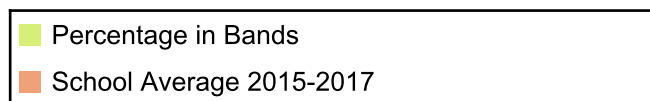
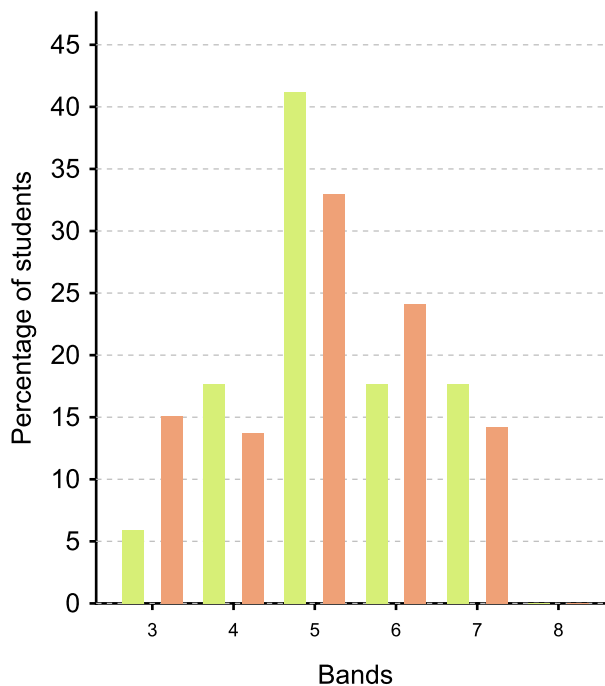
| Band                   | 3   | 4    | 5    | 6    | 7    | 8    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 8.8 | 2.9  | 23.5 | 32.4 | 17.7 | 14.7 |
| School avg 2015-2017   | 9.5 | 10.2 | 26.3 | 29.4 | 13.1 | 11.4 |

**Percentage in bands:**  
Year 5 Reading



| Band                   | 3    | 4    | 5    | 6    | 7    | 8   |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 9.1  | 18.2 | 24.2 | 21.2 | 18.2 | 9.1 |
| School avg 2015-2017   | 17.3 | 18.6 | 25.6 | 19.9 | 12.5 | 6.2 |

**Percentage in bands:**  
Year 5 Writing



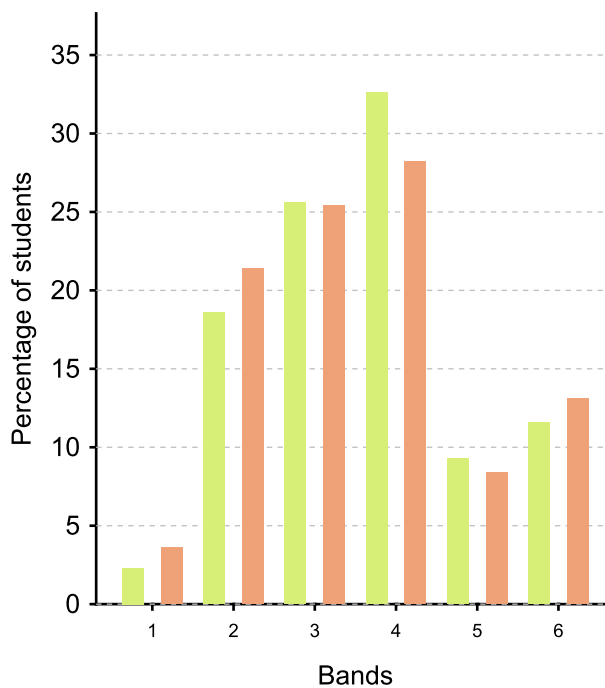
| Band                   | 3    | 4    | 5    | 6    | 7    | 8   |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 5.9  | 17.7 | 41.2 | 17.7 | 17.7 | 0.0 |
| School avg 2015-2017   | 15.1 | 13.7 | 33.0 | 24.1 | 14.2 | 0.0 |

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

### Percentage in bands:

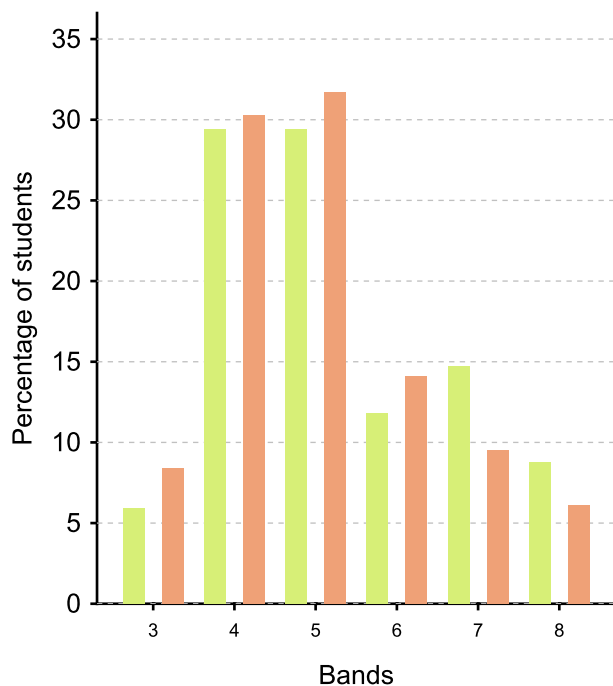
#### Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

| Band                   | 1   | 2    | 3    | 4    | 5   | 6    |
|------------------------|-----|------|------|------|-----|------|
| Percentage of students | 2.3 | 18.6 | 25.6 | 32.6 | 9.3 | 11.6 |
| School avg 2015-2017   | 3.6 | 21.4 | 25.4 | 28.2 | 8.4 | 13.1 |

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

| Band                   | 3   | 4    | 5    | 6    | 7    | 8   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 5.9 | 29.4 | 29.4 | 11.8 | 14.7 | 8.8 |
| School avg 2015-2017   | 8.4 | 30.3 | 31.7 | 14.1 | 9.5  | 6.1 |

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.>

## Parent/caregiver, student, teacher satisfaction

Each year the school community are invited to participate in the Tell Them from Me Surveys. Their responses are printed below:

Students in Years 4 to 6: 78% had positive relationships ; 96% valued school outcomes ; 75% had positive behaviour; 82% are interested and were 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 people as the first people of Australia.

Stage 3 Aboriginal students participated in Opportunity Hub program whereby consultants came into the school and informed them about traditional culture and contemporary issues.

### Multicultural and anti-racism education

Approximately 45% of 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.

A special day was Harmony Day where over 100 parents attend 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.