

# Grenfell Public School

## Annual Report



2018



2082

## Introduction

The Annual Report for **2018** is provided to the community of Grenfell Public School as an account of the school's operations and achievements throughout the year.

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

Michele Herbert–Morley

Principal

## School contact details

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## Message from the Principal

In 2018, Grenfell Public School fostered a positive learning culture where students and staff were confident, creative and lifelong learners who worked towards achieving excellence. As a school community, we further developed a strong partnership around the success of our students. The staff, students, parents, carers and wider community collectively continued to move forward in Twenty First Century learning. Our staff endeavoured to bring out the best in every student and to inspire learning across all facets of the school. They provided opportunities for children that continued to enhance the educational journey. Passionate and caring staff worked daily to bring out the best in students and enable them to develop skills to conquer challenges that they faced. Additional to core learning programs, throughout the school year students were involved in many extra curricular activities. These activities included: Henry Lawson Festival activities, NAIDOC Day, Education Week Open Day, Easter Hat Parade, excursions across every stage, choir, public speaking, marimba band, ukulele group, playgroup, visiting performances, Anzac March, transition to school and high school activities and the Kitchen Garden Program. Students participated in Netball, Hockey, Soccer, Touch Football, Athletics, Swimming, Cross Country, Year 6 Farewell, discos and the PBL Celebrations. Positive Behaviour for Learning (PBL) was officially launched in Term 4 and continues to empower our school culture and develop students capacities to become responsible, respectful and resilient learners. I would also like to acknowledge the hard work and support of our school P&C Association and take this opportunity to thank this group of parents and community members for their efforts in fundraising and school enhancement. Your work is very much appreciated. I am very proud of all my staff at Grenfell Public School who do an amazing job each and every day making a difference for our students. I look forward to 2019 and another successful year at Grenfell Public School.



**Grenfell Public School P&C Association**

**President's Annual Report**

**March 2019**

I am pleased to present my President's report covering our achievements in the 2018 year.

Some of our key achievements include:

- the re-lining of the sports courts was completed this year, assisted by our \$30,000 donation towards the cost. This was the result of countless hours of fundraising by the P&C over a number of years.
- Hannah Robinson agreed to be the P&C Queen Entrant at the Henry Lawson Festival and undertook some very successful fundraising, particularly the Garden Party. She went on to be named Henry Lawson Festival Queen.
- we took up the opportunity to tie in with the Bowling Club monthly trivia night. Although numbers on the night were disappointing, the funds raised from such a small crowd was very pleasing (especially as we simply had to turn up!)
- our first Christmas raffle turned out to be quite a successful fundraiser. In fact all of our fundraising efforts this year have been successful.
- donation of a bike by the P&C to a student who consistently follows the Positive Behaviour for Learning Values. The 2018 winner was Riley Bowerman.
- liaising with Mrs Morley about revisiting the school uniform and starting the process of collaboration between the school and parents about their views on the current uniform.

We gratefully acknowledge the support received by the Principal, Michele Morley, throughout the year and her attendance at our monthly meetings to fill us in on what is happening for the students at staff at school.

I would like to thank our Secretary Tennille Starr and Treasurer Erica Moore for their efforts and valuable contribution over the year. I would also like to thank Paul Westman for his advice as past President. Also John Gorham for his assistance and advice to me at some of our catering events that he was unable to coordinate this year. The profits made at the clearing sale and the donut stall this year were no doubt in part due to John's mental checklists and general expertise gained over many years.

I would also like to make special mention of Mia Westman who has been a dedicated canteen manager in what was a difficult year as far as canteen turnover. This is no doubt in part due to Mia's volunteer hours spent on canteen business in addition to her paid hours. There are challenges ahead this year as we move across to the Healthy Canteen Strategy as far as the canteen being able to continue to make a profit.

I would like to acknowledge the dedication and contribution of all of the volunteers and members that helped make 2018 a very successful year. The fundraising and canteen committees have done an enormous amount of work to ensure the P&C continues to raise funds for the benefit of the students at Grenfell Public School.

It has been an honour to be the President of the P&C this year.

Thank you

Rachael Power

P&C President

Grenfell Public School

## School background

### School vision statement

Grenfell Public School fosters a positive learning culture where students and staff are confident, creative and lifelong learners who strive for excellence.

### 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.

It is also a community whose friendliness and family focus makes it an attractive place to live and work and offers a high quality of life.

Grenfell Public School enjoys a high profile within the community participating in local sporting and cultural events. Our reputation is founded on delivering quality education and developing the individual talents, interests and abilities of our students.

The school is set amid ten acres of well maintained, parklike, grounds and gardens. Our students and staff enjoy well-resourced classrooms, thanks to additional funding from our committed and active Parents and Citizens Association (P&C). The current school population is 167. The school is a member of the Weddin Learning Community.

## 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.**

Data and evidence gathered and analysed during the School Self-assessment process indicates that Grenfell Public School is 'Delivering' in the Learning element of Learning Culture; Curriculum; Assessment; and Reporting. Self-assessment process indicates that Grenfell Public School is 'Sustaining and Growing' in Wellbeing; It was determined that the school was 'Delivering' in the element of Student Performance Measures; .Effective Classroom Practice and Data Skills and Use. In the Teaching domain It was determined that the school was 'Delivering' in Professional Standards; and Learning and Development.

Our self-assessment processes also indicate that Grenfell Public School is 'Delivering' in the Leading elements of Educational Leadership; School Planning, Implementation and Reporting; and 'Sustaining and Growing' in the element of School Resources and Management Practices and Processes.

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-guid>

## Strategic Direction 1

### Positive Learning Culture

#### Purpose

To build and nurture high expectations for students and their learning across all areas of the school with a focus on Literacy and Numeracy. Every student will develop the skills and strategies to become resilient life long learners, prepared for future success. Collaborative partnerships between teachers, students and parents mean students are self motivated to deliver their best and continually improve.

#### Overall summary of progress

In 2018 Grenfell Public School has reviewed and analysed student data to inform the teaching and learning process and ensure student progression. There has been a focus on consistent teacher judgement with high expectations. Year 1 and 2 teachers participated in L3 (Language Literacy and Learning) training to consolidate learning in the early years. Selected staff attended training on the new PLAN 2 and Learning Progressions in Literacy and Numeracy. Two teachers trained in FOR (Focus on reading) and upskilled all other teachers with effective strategies that were implemented in Reading.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students demonstrating active engagement in learning.	IEP's developed  Parent teacher interviews	Individual Education Plans developed in consultation with Parents.  Parent/ teacher interviews in terms 1 and 2 to implement and revise learning goals.
An increased level of collaboration between students, parents and teachers.	75% of parents attended Parent teacher interviews Parent Satisfaction and engagement survey  IEPs  Facebook, Local newspaper, news letter, Tell Them From ME survey, meeting minutes (staff and P and C), school reports, attendance data.. Parent teacher/survey	There is evidence of strong communication between the school and the community with regular updates on Facebook, school newsletter and at P&C meetings.  The TTFM survey was completed, analysed and shared amongst stake holders.
Increase the proportion of students engaging in a broad variety of educational experiences and extra-curricular activities within the school.	Henry Lawson Festival  Eisteddfod participation  Drumming, Ukulele, Marimba and Choir  ICAS  PRC  PSCGrenfell Show  PSSA Sporting events	Students have participated in a variety of educational experiences including the Henry Lawson Festival, Public speaking at the Cowra Eisteddfod, Drumming, Ukulele, Marimba and Choir, ICAS competitions, Premiers' Reading Challenge, Premiers' Sporting Challenge, Grenfell Show and many PSSA Sporting events
Increase the proportion of students showing growth in literacy and numeracy.	Staff Training, Classroom resources	PL targeted –Literacy and Numeracy progressions.  Development of new report proforma

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students showing growth in literacy and numeracy.	Assessment data PLAN 2  Professional learning, Employment of LSO's  Employment of Literacy and Numeracy teacher part time 0.2	Students have demonstrated growth with 25% of students achieving in the top two bands in NAPLAN. Year 5 students achieved above the State average in Reading and Spelling. 64.5 % of students in Year 5 were at expected or above stage growth average.

## Next Steps

L3 and FOR implemented successfully with students being tracked in class K–6. Plan 2 and Progressions will be implemented more fully in 2019 as staff access more training and become more familiar and confident. Numeracy to be analysed early term 1 2019 and training identified to complement current understanding of the Learning progressions. to support all students reaching their potential in Literacy and Numeracy.





## Strategic Direction 2

### Effective Classroom Practice

#### Purpose

Develop a culture of professional learning and the use of evidence based practices and data to inform teaching and learning, optimising progress and achievement for all students.

#### Overall summary of progress

During 2018 the school has highlighted the need to develop staff capacity to understand, analyse and use data to inform their practice and reflect on their own effectiveness. Class data was effectively used for grouping students and learning adjustments were made. Professional Learning was targeted to increased staff capacity to plan, implement, evaluate and review programs. Collaborative planning days were provided to increase staff confidence around consistency in planning and evaluation. A culture of improved planning, teaching and analysis of data has led staff to be working towards improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase staff capacity to analyse data to inform practice.	Staff PDPs Data PL funding	Class data was effectively used for grouping students and learning adjustments were made.  Targeted professional learning in L3, FOR and PLAN 2 increased staff capacity to plan, implement, evaluate and review programs. Stage planning days were provided
Increase staff capacity to embed and employ evidence based practices in teaching and learning.	Staff PDPs Data PL funding	Stage planning days were provided to increase staff confidence around planning and evaluation.  NAPLAN and Best Start analyses took place. All staff who attend Professional Learning report back and train staff in new methodology and practices.  Student engagement has increased since the introduction of Positive Behaviour for Learning as a School wide system.  There is a culture of improved planning, teaching. Working towards improvement in redirection, evaluation and feedback.

#### Next Steps

Increasing staff capacity through targeted Professional Learning will continue to be a focus in 2019. The informed use of data and evidence based methodology will allow staff to continue to develop Grenfell Public School as a centre of growth and excellence.



## Strategic Direction 3

Wellbeing for all

### Purpose

Develop evidence-based whole school well being and engagement practices to support learning.

### Overall summary of progress

In 2018 Grenfell Public School developed, implemented and evaluated a strategic and whole school approach to student well being. A Positive Behaviour for Learning team was established and structures were established for fortnightly meetings. Expectations for all areas were developed and our 3 values of being Respectful, Responsible and Resilient Learners was shared with all stakeholders through consultation. Selected Staff have trained in Stronger Smarter Leadership pedagogy and have completed their workplace challenge. Tell Them From Me, Staff and Parent Surveys were analysed.

There is evidence of a strengthened culture using high expectations relationships developing across the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students, reporting a sense of belonging, expectations of success and advocacy at school.	Stronger Smarter Training – 2 Staff  PBL – Internal and external coach, staff and team meetings  DEC policy/PL on "Reflect, Respect, Reset"  Parent surveys and letters  PLP  P and C meetings	Positive Behaviour for Learning SET results show high understanding of language of our values wide spread across the school. This language is being utilised confidently by students and staff. Staff are using EBS On track ensuring consistency of language and behaviour. There is evidence of less behaviour referrals for minors. A scope and sequence of lessons was developed to teach students acceptable behaviours in all areas. PBL promotion in newsletter. Tell Them From Me student Survey indicates 85% of all students in years 4/5/6 have positive relationships.
Increased proportion of staff reporting that the school is a positive and productive workplace.	Staff satisfaction survey	In the Staff satisfaction survey 30% of all staff stated that they were satisfied at an Outstanding level, 50% Excellent and 20% Satisfactory. Overall 100% satisfied.
Increased community satisfaction and engagement with the school	Parent satisfaction and engagement survey	In 2018 in regards to Communicating: 93% of parents agreed information about the school's programs and activities is regularly communicated to parents/carers. 84% agreed that information about student's progress is clearly communicated to parents and carers.  Collaborating beyond the School: 89% Developed strong partnerships with cultural groups, government and non government agencies to support.  Participating: 95% believe the school hold activities where the whole family can participate.

### Next Steps

Staff will continue to refine using Positive Behaviour for Learning practices to meet the needs of all students. A PBL

learning schedule will be introduced. PBL signage will be displayed around the school grounds. Celebration days for positive behaviour each term. Selective staff to complete Functions of Behaviour(FAB) training. Four staff to complete Stronger Smarter training. The new PD/Health syllabus will be reviewed and implemented by release teacher. Surveys completed to determine future directions. Evidence of stronger links between students, families staff and community. Conduct a review of Anti-bullying procedures.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12131	<p>All Aboriginal students catered for through the completion of Personalised Learning plans in consultation with parents..</p> <p>High expectations relationships established with 2 staff members completing Stronger Smarter Leadership training.</p> <p>Community Aboriginal Group established with Henry Lawson High School.</p> <p>NAIDOC ACTIVITIES – Engaged a female and male traditional dance teacher to run workshops. Engaged Forbes High School Girri Girri group to run traditional games. Engaged Donna Haines– Wiradjuri Language teacher to teach all stages. Engaged Mrs Kilby to cook Johnny cakes. Mr Cartwright conducted music workshops. Class teachers to design and students complete a large aboriginal artwork. Student responses indicated an appreciation for all activities and a desire to learn Wiradjuri language creating respect for Aboriginal culture.</p> <p>An additional LSO was employed to assist Aboriginal students in stages 2 and 3 in Literacy and Numeracy. Specific learning opportunities were provided based on analysis of data.</p>
<b>Low level adjustment for disability</b>	0.9 LAST (Staffing \$93702)  Flexible funding – \$34742	<p>LaST Staffing provided support for targeted students for early intervention through implementation of Minilit and Early numeracy in small groups. This has resulted in gains in student comprehension and reading fluency and numeracy skills. LaST liaised with Royal Far West staff to implement programs in Counselling, Speech Therapy and Occupational Therapy. Students attended Tele health sessions coordinated by the LaST. and Prioritisation of students.</p> <p>Flexible funding was utilised for employment of Learning Support Teachers targeting students with special needs in classrooms under the direction of teachers..</p> <p>Regular assessment processes and data collection evident in programs and shared in stage meetings.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$33628  \$1301 (additional LSO time)  • (\$0.00)	<p>One Assistant Principals replaced 1 and 1/2 days per week and the other 3 afternoons to implement programming support, Positive Behaviour for Learning, L3 and develop beginning and experienced teachers.</p> <p>Planning days to implement school plan and milestones.</p> <p>School plan and milestones developed and published. Whole school curriculum and welfare programs developed and implemented. Staff support beginning</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$33628  \$1301 (additional LSO time)  • (\$0.00)	teachers, accreditation, maintenance, peer observations/feedback – cycle of improvement and future planning days.
<b>Socio–economic background</b>	\$68310	Positive Behaviour for Learning implemented ensuring consistent approach to student welfare. Established a new kitchen program through employment of Hollie Forde and John Gorman. Lessons established on a fortnightly rotation for each class (1/2 attend one week and the other half the following). Kitchen lessons successfully implemented with additional teacher and Teachers Aide . Classes split into two groups to maximise learning. Phillip Green performance show 'Traditional Technologies used by Indigenous people' subsidised. Students and teachers gained valuable insight into Indigenous culture. STAMP Out bullying performance subsidised and students learnt strategies for dealing with Bullying issues. Positive data from TTFM and Parent surveys. Language Literacy and Learning training, FOR completed and implemented in classrooms.
<b>Support for beginning teachers</b>	\$12373	Beginning teacher Conference – Starting out Strong. Two teachers successfully completed the accreditation process with support given through casual teacher relief and Stage Leader support. Teacher has displayed an improved level of programming and planning. High level of support from Stage 3 leader. All Professional Learning completed satisfactorily. evidence of explicit teaching strategies in teaching and learning programs.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	115	112	105	90
Girls	90	90	89	70

A total of 152 students were enrolled at Grenfell PS at the beginning of 2018 this increased to 167 by the end of the year. This was a decrease of 34 students on the previous year. A total of 9% of our students identify as Aboriginal or Torres Strait Islander. 1% of students identify with a background other than English.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	96	95.5	94.3
1	94.7	94	96.5	93.4
2	93.8	93.2	93.5	95.4
3	95.9	94.7	93.3	94.9
4	95.2	92.4	93.9	93.4
5	95.9	94.3	94.4	93.1
6	96.4	94.5	92.8	90.5
All Years	95	94.2	94.2	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Grenfell Public School has had an overall attendance rate of 93.40 % which is a slight decrease of 0.5% on the previous year. Teachers mark the roll online each morning. A student attendance plan was developed in consultation with the Home School Liaison Officer. The Class teacher makes initial contact with parents after 2 days. A note is then sent home for parents to explain

the absence. If there is no response the absence is reported to Assistant Principals, Principal and Learning Support Team to follow up. Attendance reports are printed out at 85% and student absences are monitored in line with Department of Education policies and procedures.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.92
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.53

\*Full Time Equivalent

In 2018 no member of staff identified as being Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional Learning for teaching and support staff is a vital element in continuous school improvement. Teaching staff participated in Professional Learning in 2018 that was designed and implemented to build on the key priorities in the 2018–2020 School Plan. Professional Learning have built on the skills and knowledge of beginning teachers, experienced teachers and aspiring school leaders.

Permanent and temporary teachers were provided with additional release time which included planning, mentoring and attendance at professional development courses. Formats for Professional Learning included whole/part day sessions, staff/stage meetings, lesson observations/feedback and online learning. Professional Learning comprised of registered, non

registered and unscheduled course delivered by the executive team, members of staff, Department and outside agencies.

All staff at Grenfell Public School in participated in mandatory training in Emergency care, Anaphylaxis training, Child Protection and Code of Conduct updates.

Teaching staff also undertook training in several aspects of the Australian Curriculum including familiarization with the Science, Personal Development/Health/Physical Education syllabuses. Additional professional learning also took place in the Literacy and Numeracy Progressions, L3, Stronger Smarter training, Understanding Hearing Loss, Positive Behaviour for Learning Coach training, Focus on Reading Phase 2, Scout reporting, Management of Actual or Potential Aggression (MAPPA), School athletics coaching, NAPLAN online training, Starting out Strong (beginning Teacher).

Two teachers received Beginning teacher funding and successfully completed their Accreditation at Proficient during 2018.

Two teachers completed the Maintenance phase of the cycle successfully.

SASS staff and the Principal also undertook extensive training in school budgeting, Human resources planning using Enterprise Financial Planning Tool (EFPT).

All staff members required to show accreditation through the NSW Education Standards Authority (NESA) have reached the level of Proficient Teacher and are fulfilling maintenance requirements

*Grenfell PS invested approximately \$19202 (including teacher relief) in Professional Learning during the 2018 school year, an average of approximately \$1481 per teacher.*

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	316,076
<b>Revenue</b>	1,984,274
Appropriation	1,880,829
Sale of Goods and Services	228
Grants and Contributions	99,311
Gain and Loss	0
Other Revenue	0
Investment Income	3,906
<b>Expenses</b>	-1,896,589
Recurrent Expenses	-1,896,589
Employee Related	-1,635,440
Operating Expenses	-261,148
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	87,685
<b>Balance Carried Forward</b>	403,761

The financial summary consists of school income allocated to funding source and is derived from the school Annual Financial Statement. Figures presented in this report may be subject to rounding so may not reconcile exactly with the totals. The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018. While the financial summary indicates a large amount being carried forward, this amount includes salaries to be paid professional Learning to address part of the Aboriginal Education and Community Engagement Directorate's initiative to improve outcomes for Aboriginal students through training of staff in Stronger Smarter. The balance carried forward also includes funding set aside for resurfacing of the basketball courts.

### Financial summary equity funding

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



	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,488,250
Base Per Capita	37,514
Base Location	80,176
Other Base	1,370,560
<b>Equity Total</b>	208,935
Equity Aboriginal	12,181
Equity Socio economic	68,310
Equity Language	0
Equity Disability	128,443
<b>Targeted Total</b>	85,290
<b>Other Total</b>	58,777
<b>Grand Total</b>	1,841,252

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 students at Grenfell Public School Completed the NAPLAN online. The year 3 Writing test was completed as per usual practice.

In the Year 3 Grammar and Punctuation 15% of students achieved in the top two bands. In the Year 3 Reading 35% of students achieved in the top two bands. In the Year 3 Grammar and Punctuation 15% of students achieved in the top two bands.

In the Year 5 Reading, Grammar and Punctuation 9.4% of students achieved in the top three bands. In the Year 5 Spelling 3.1% of students achieved in the top three bands.

In the Year 3 Numeracy 20% of students achieved in the top two bands. In the Year 5 Numeracy 3.1% of students achieved in the top three bands.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Grenfell Public School has made considerable progress against the **Premier's Priority** of increasing the number of students achieving proficiency in NAPLAN in the top 2 bands by 40% in Year 3 Numeracy, 3% Year 5 Numeracy, 50% Year 3 Reading and 21% Year 5 Reading.

The **State Priority** of Improving the number of Aboriginal students achieving proficiency in the top two NAPLAN bands by 30% is an area we will continue to target, with Year 3 Reading being the only area to demonstrate some improvement.



### Parent/caregiver, student, teacher satisfaction

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

#### Parents

A school developed **Parent Satisfaction and**

**Engagement Survey** was distributed to parents in 2018.

In regards to **communicating**:

- 93% of parents agreed information about the school's programs and activities is regularly communicated to parents/carers through our newsletter, website, facebook page, newspaper articles and letters home.
- 84% agreed that information about student's progress is clearly communicated to parents and carers through student reports, parent interviews and Personal Learning Plans.
- 91% agreed that structures are in place to support families and community members to communicate with school leaders.
- 95% agreed that members of the community are regularly invited into the school for Assemblies, Performances and special days. Eg. Book Week, Sports Carnivals, NAIDOC, Kindy Orientation, transition assemblies and to discuss Personalised Learning Plans.

In regards to **Connecting learning at home and at school**:

- 83% students' individual learning styles, family cultural experiences, strengths and academic and personal needs are utilised to develop learning goals to support students in regards to building community and identity
- 81% the **backgrounds of cultural groups** are reflected in school practices and activities.

As far as **Recognising the role of the family** :

- 73% agreed Schools and families work together to develop strategies to use in the home to build on students' strengths.
- 73% of parents agreed that school, families and community agencies collaborate to develop a program of activities to support families ensuring **Consultative Decision making**.

**Collaborating beyond the School**:

- **89%** Developed strong partnerships with cultural groups, government and non-government agencies to support activities e.g. play group, white Ribbon Day, Henry Lawson Festival.
- **Participating 95%** believe the school hold activities where the whole family can participate. Eg Henry Lawson festival, Assemblies, Special days.

**Students**

**Our school uses the *Tell them From Me* survey which is an online Student survey for respondents. This year only students from years 4, 5, and 6 completed the survey. Data is collected and reports are compiled to give the school a snapshot of the what students think of the school allowing for reflection and planning for improvement. Data collated reflects opinion on engagement, well being, and teaching practices.**

**In the 2018 Tell Them From Me student survey:**

- 86% of students participate with a high rate in sports with an instructor at school, other than in a

physical education class.

- 94% of Year 4 students feel accepted and valued by their peers and by others at their school.
- 85% of students have friends at school they can trust and who encourage them to make positive choices.
- 94% believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 76% of students do not get in trouble at school for disruptive or inappropriate behaviour.
- 88% of students are interested and motivated in their learning.
- 81% of students try hard to succeed in their learning.
- 82% of students believe school staff emphasise academic skills and hold high expectations for all students to succeed.

**Teacher/Staff satisfaction**

Staff satisfaction was gauged through the People Matters Survey delivered by the Department of Education

- 92% of Staff agreed that –My organisation is making the necessary improvements to meet our future challenges
- 100% agreed – My organisation respects individual differences (e.g. cultures, working styles, backgrounds, ideas)
- 91% of staff agreed – I am able to speak up and share a different view to my colleagues and manager
- 91% of staff agreed – I am proud to tell others I work for my organisation
- 100% of staff agreed – I feel a strong personal attachment to my organisation
- 92% of staff agreed – My manager communicates effectively with me
- 92% of staff agreed – I am able to speak up and share a different view to my colleagues and manager
- 100% of staff agreed – My workgroup works collaboratively to achieve its objectives
- 100% of staff agreed – People in my workgroup treat each other with respect
- 92% of staff agreed – My organisation focuses on improving the work we do
- 85% of staff agreed – In the last 12 months I received useful feedback on mywork to enable me to deliver required results
- 92% of staff agreed – My manager provides acknowledgement or other recognition for the work I do
- 92% of staff agreed – There is good team spirit in my workgroup



## Policy requirements

### Aboriginal education

Grenfell Public School place significant emphasis on the teaching of Aboriginal culture across the school as well as programming lessons to incorporate Aboriginal perspectives and 8 Ways Pedagogy.

An Acknowledgement of Country is conducted at assemblies and staff meetings.

All Aboriginal students have Individual Learning plans in place.

During NAIDOC ACTIVITIES the school engaged a female and male traditional dance teacher to run workshops. Engaged Forbes High School Girri Girri group to run traditional games. Engaged Donna Haines – Wiradjuri Language teacher to teach all stages. Mrs Kilby to cook Johnny cakes. Mr Cartwright conducted music workshops. Class teachers to design and students complete a large aboriginal artwork. A great day with pleasing community involvement. Students and staff had a high level of engagement. Sports tabloid was a little long between changes. Local Aboriginal man Terry Carroll presented the Acknowledgement of Country. Students thoroughly enjoyed the traditional dancing, art/ craft and Wiradjuri language activities.

**STRONGER SMARTER** – Three staff are now trained in the Stronger Smarter Leadership Program – including one as a facilitator – and strategies from this program are incorporated into staff meetings. Participants completed a workplace challenge. Staff are more confident in making contributions to meetings.

Grenfell Public School receives funding due to the number of Aboriginal students enrolled and the percentage of our total student population these students represent. In 2018 this funding was used for professional learning, provide a Visiting performance and fund NAIDOC celebrations.



### Multicultural and anti-racism education

9% of students from Grenfell Public school are of Aboriginal descent, 1% are from Bangladesh and Botswana. It is with this in mind that the need to look at cultures beyond our own is valued with such importance. Units of study from the History and Geography syllabuses provide the mechanism to study other cultures and encourage an attitude of tolerance and respect in students for those different cultures Grenfell Public School has an anti-racism officer who undertook professional learning in 2018 to enhance and update their understanding of Departmental policies and procedures.

Students also participated in Harmony Day activities to enhance their understanding of other cultures. School wide Positive Behaviour for Learning (PBL) implementation ensures that all students are committed to inclusivity and their responsibilities in the school environment.

### Other school programs

#### Creative and Practical Arts

Grenfell Public School has a number of opportunities available for students in the Creative and Practical Arts. Students can participate in Marimba and Ukulele groups which are taught each week. Students have performed for Seniors week, Eisteddfods and the Henry Lawson Festival.

During the Henry Lawson Festival every student learnt a poem to be performed at a Poetry day held at Grenfell Public School. The Winners then went on to perform at the Henry Lawson Recital held at The Henry Lawson High School.

Students also wrote poems/stories and completed works of art for the Henry Lawson Festival. The theme for 2018 was 'Poetry in Motion'. Every year the school participates in the parade on the Saturday of the June long weekend. The school dressed in Circus clothes and walked in the parade. Some students alongside our festival Queen entrant, Miss Hannah Robinson, rode unicycles and dressed as clowns. As a school we were very proud of Miss Robinson winning the title of Festival Queen.