

# Grose View Public School Annual Report



2018



4483

## Introduction

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

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

Damien Feneley

Principal

### School contact details

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## School background

### School vision statement

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

### School context

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

Grose View PS enrolment is currently 223 students. Our school is one of the larger schools in the district and enjoys a close and productive relationship with the neighbouring schools, university and local business groups.

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, Grose View Public School is Sustaining and Growing. At Grose View Public School every child is known, nurtured and cared for. Our school demonstrates an authentic commitment to our school motto, Healthy Mind and Body. We recognise that student wellbeing and the individual learning needs of students is enhanced when planning for learning is informed by an holistic approach to student development. Our commitment to student-centred decision making acknowledges that every child must first be understood in the context of their family, community and culture. There are strong partnerships with parents and the broader community to maintain a focus and commitment to a culture of high expectations that promotes good school attendance and positive transition periods. The school has established comprehensive wellbeing systems and structures to ensure the individual social, emotional and academic needs of students are met. There is diversity across the curriculum to support the development of the whole child and teaching and learning programs are responsive to individual need and development. Students are active participants in their own assessment and reporting through engagement in learning intentions and success criteria, coupled with timely feedback from staff. Students are also now able to participate in 3-way conferences with their teacher and parents. On-balance the school is demonstrating good value-added growth for students between Years 3–5.

The results of this process indicated that in the School Excellence Framework domain of Teaching, Grose View Public School is Sustaining and Growing. A number of initiatives, reforms and strategies have been implemented in the classroom and in planning as a result of our own internal evaluation and reflection. This includes a major reform undertaken by the English committee and new systems and practices within Learning and Support to ensure we maintain a culture of student-centred decision making. Through the use of additional in-class teacher support through Learning and Support staff and Executive staff, we have facilitated opportunities for teacher led improvement practices in classroom management, explicit teaching and feedback. All teachers now have strong experience in collaborative data analysis for strategic planning and evaluation. Grose View Public School has effectively established a shared ownership and responsibility for student learning across the school. Teaching staff routinely engage in collaborative analysis of student data and work samples, strategic planning for student improvement, and evaluative and reflective performance measurements. Professional learning at Grose View PS is contextual, relevant and addressing a point of need.

The results of this process indicated that in the School Excellence Framework domain of Leading, Grose View Public

School is Excelling. The leadership team has implemented good systems and practices to support and promote the professional development and improvement of staff performance. A strategic priority within the school plan is the development of a collaborative culture that is built on relationships of trust and mutual respect, with an uncompromising commitment to student-centred decision making. School strategic planning and resourcing is focused on delivering curriculum opportunities that are informed by current research. School leadership promotes a sense of shared responsibility and active involvement in the design, content, practice and evaluation of the teaching and learning at Grose View PS. We have integrated coaching and mentoring to provide teachers with rapid feedback and the ability to apply and reapply the learning in a constructive and supported way. Our approach to school improvement is a collective endeavour within and across our network of schools. Our instructional leadership is student-centred, promoted and developed at all levels, evidenced-based and driven by clear and measureable goals.

Our self-assessment and the external validation 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

### Analysis, Planning & Action

#### Purpose

To achieve strong value-added growth in learning for every student, every year, by making learning visible to students and teachers through targeted data analysis, strategic planning, action and evaluation.

#### Overall summary of progress

The self-reflection process for Grose View Public School has identified that school systems, products and practices are well-established and that there is a robust and sustainable culture of student-centred decision making. Teaching staff are committed to using data to inform decision making and utilising evidence-based research in their practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieving a minimum of one year's growth for one year's teaching in literacy and numeracy	Visible Learning & Learning Sprint Professional learning and collegial workshops \$15,000	Increased capacity of staff to accurately measure effect sizes in student learning.
Students can articulate their learning goals and understand themselves as learners	Visible Learning & Learning Sprint Professional learning and collegial workshops \$15,000	Increased focus on student learning dispositions and alignment of dispositions to curriculum
A target of 50% of Year 3 students performing in the top 2 bands in literacy and numeracy  A target of 50% of Year 5 students performing in the top 2 bands in literacy and numeracy	Learning and Support teaching staff \$149,477  Learning and Support non-teaching staff \$70,612  Speech and language programs \$11,769	Value-added student growth identified in SCOUT data as Sustaining & Growing

#### Next Steps

The next steps for Grose View PS will focus on three priority areas in 2019; Visible Learning and its place within a Learning Sprint framework; use of the Pivot pilot program to strengthen teacher capacity to leverage student feedback; and consolidation of the "How can we love what we do" focus question identified through the EducationChange Makers project. To build on the existing structures and processes to enhance the use of the SEF in the process of reflection and the identification of appropriate evidence for collection and validation of the school's on-balance judgements. Printed

## Strategic Direction 2

Collaboration, Reflection & Trust

### Purpose

To develop and deliver high quality professional practice from all staff, within a culture of collegial trust, collaboration, support and ongoing reflection.

### Overall summary of progress

Staff commitment to student learning, welfare and extra-curricula opportunities is outstanding. All teaching and non-teaching staff demonstrate proficiency and professionalism in their approach to critical reflection and evaluation practices of theirs and others performance. Staff well-being has again been identified as a priority area with a strong focus on developing a more sustainable long term structure to support staff workload and burnout

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers using evidence-based effective teaching strategies, monitoring student learning improvement and demonstrating	Professional Learning \$14,305	Targeted professional development of staff, aligned to Performance Development Plans
Stage-based evidence of embedded and explicit professional dialogue, collaboration, classroom observation, modelling and teacher to teacher feedback	Learning Sprint & Visible Learning \$15,000	Delivery of Learning Sprint data analysis and summary outlines for each stage

### Next Steps

After participation in the Education Change Makers program significant organisational reform commenced with a plan to implement new operational procedures in 2019 to increase teacher autonomy and authority to operate within more flexible working arrangements. Changes to the operational responsibilities of the Assistant Principals will also be a significant reform process

## Strategic Direction 3

Leadership, Expertise & Innovation

### Purpose

To promote and nurture leadership development at all levels, and establish our school as a centre of expertise in best-practice, innovative, and evidenced-based teaching and learning within and across our learning community of

### Overall summary of progress

Leadership across the school and at all levels is evident and effective. All staff, regardless of role display a collective efficacy towards whole-school improvement. Additional opportunities are still required to support staff to apply their leadership skills beyond the school gate

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Each member of the school executive team to be actively leading or supervising a leadership development program and/or coaching teachers seeking accreditation at highly accomplished or lead	QTSS \$39,378	Completion of Education Change Makers teacher wellbeing reform
Our school to be actively engaged in leading, supporting or coaching one or more schools in a professional improvement process	N/A	Support provided to a number of local schools, but formal mentoring/coaching opportunities have been limited

### Next Steps

Electing a staff member for participation in accreditation at Highly Accomplished and Executive professional development in Growth Coaching. These processes will facilitate more opportunities to engage in external networks

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	121	118	119	125
Girls	122	116	104	99

Student enrolment is slowly growing once again as a result of three factors: Redbank Development has delivered a very small intake, but is set to increase; near absolute cessation of students families leaving the school because of unhappiness with school performance; a steady increase in in-area enrolments from private or independent sector on the back of improving community confidence

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	96.5	95.6	95.7
1	93.7	95.9	94.6	93
2	93.9	95	94.4	95.4
3	94.4	96.1	95.2	93.7
4	93.6	96.5	94.6	92.9
5	94.7	95.3	94.4	90.8
6	93.4	95.8	93.1	92.2
All Years	93.9	95.8	94.5	93.5
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

Student attendance at Grose View Public School remains at or above State average. Student attendance data is monitored closely and the school works with students and families to ensure we support and enable excellent attendance records each year. Additional

support is provided to the school through the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.16
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

Grose View PS does not currently have any staff of Aboriginal background

### 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

All staff have current Performance Development Plans that outline and detail their professional learning goals. No teachers are currently seeking accreditation at highly accomplished or lead, although one executive member has received training to prepare for accreditation at lead

## 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>	243,339
<b>Revenue</b>	2,143,883
Appropriation	2,049,431
Sale of Goods and Services	544
Grants and Contributions	89,479
Gain and Loss	0
Other Revenue	969
Investment Income	3,460
<b>Expenses</b>	-2,084,244
Recurrent Expenses	-2,084,244
Employee Related	-1,900,981
Operating Expenses	-183,263
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	59,639
<b>Balance Carried Forward</b>	302,978

Grose View Public School using robust and transparent financial management processes and governance structures to meet financial policy requirements. All spending is disclosed and any unusual spending patterns or substantial underspending/overspending that may be required is tabled through the Parents and Citizens Association first.

### 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>	1,685,143
Base Per Capita	43,121
Base Location	3,738
Other Base	1,638,284
<b>Equity Total</b>	155,189
Equity Aboriginal	11,761
Equity Socio economic	28,602
Equity Language	0
Equity Disability	114,825
<b>Targeted Total</b>	63,635
<b>Other Total</b>	75,094
<b>Grand Total</b>	1,979,061

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. Value-added growth across Years 3–5 and 5–7 shows that Grose View Public School is sustaining and growing as measured against the Schools Excellence Framework

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.

NAPLAN data is consistent with school based data. Student value-added growth is pleasing and demonstrates a continued upward trend across the school

**Percentage in Bands:**

## Year 3 - Grammar &amp; Punctuation

Band	1	2	3	4	5	6
Percentage of students	19.0	0.0	9.5	38.1	23.8	9.5
School avg 2016-2018	6.7	7.8	17.8	27.8	21.1	18.9

**Percentage in Bands:**

## Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	9.5	0.0	14.3	19.0	28.6	28.6
School avg 2016-2018	5.6	10	12.2	28.9	23.3	20

**Percentage in Bands:**

## Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	23.8	0.0	14.3	33.3	19.0	9.5
School avg 2016-2018	12.2	18.9	8.9	22.2	23.3	14.4

**Percentage in Bands:**

## Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	4.5	13.6	27.3	40.9	13.6	0.0
School avg 2016-2018	5.5	6.6	16.5	34.1	30.8	6.6

**Percentage in Bands:**

## Year 5 - Grammar &amp; Punctuation

Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	16.7	36.7	20.0	6.7
School avg 2016-2018	5.2	15.5	26.8	30.9	15.5	6.2

**Percentage in Bands:**

## Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	6.7	23.3	20.0	36.7	6.7	6.7
School avg 2016-2018	6.2	12.4	24.7	35.1	13.4	8.2

**Percentage in Bands:**

## Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	3.3	16.7	26.7	40.0	10.0	3.3
School avg 2016-2018	4.1	19.6	24.7	34	12.4	5.2

**Percentage in Bands:**

## Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	13.3	20.0	50.0	10.0	6.7	0.0
School avg 2016-2018	6.2	13.4	51.5	22.7	5.2	1

NAPLAN data is consistent with school based data. Student value-added growth is pleasing and demonstrates a continued upward trend across the school

**Percentage in Bands:**

## Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	19.0	14.3	33.3	19.0	14.3
School avg 2016-2018	4.4	16.7	20	34.4	15.6	8.9

**Percentage in Bands:**

## Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	3.3	23.3	36.7	23.3	13.3	0.0
School avg 2016-2018	2.1	19.8	34.4	30.2	10.4	3.1

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.>

The school is on track to achieve the Premier's and State priorities.

## Parent/caregiver, student, teacher satisfaction

The school actively engages with the broader school community and Parents and Citizens Association. Students and parents have been routinely surveyed about school performance. Currently the school is focused on staff surveys with a plan to implement comprehensive new student surveys in 2019 as part of the PIVOT program. The community continues to demonstrate strong support for the school through such initiatives as the Colour Run, Fiver for a Farmer, Spring Fair and school performances. The community has been actively engaged in uniform and canteen manager surveys and planning.

## Policy requirements

### Aboriginal education

Grose View Public School has a strong commitment to culturally responsive and inclusive Aboriginal Education for all students. We recognise that our school must always engage collaboratively with our Aboriginal communities and organisations to ensure that our curriculum and pedagogy is informed through a respectful and culturally appropriate means. Our school actively delivers and 8 Ways pedagogy and participates within our local Aboriginal Education and Consultative Group.

### **Multicultural and anti-racism education**

Grose View Public School has a trained Anti–Racism Compliance Officer and actively implements educational programs to support the development and delivery of a culture of inclusion, understanding and respect.