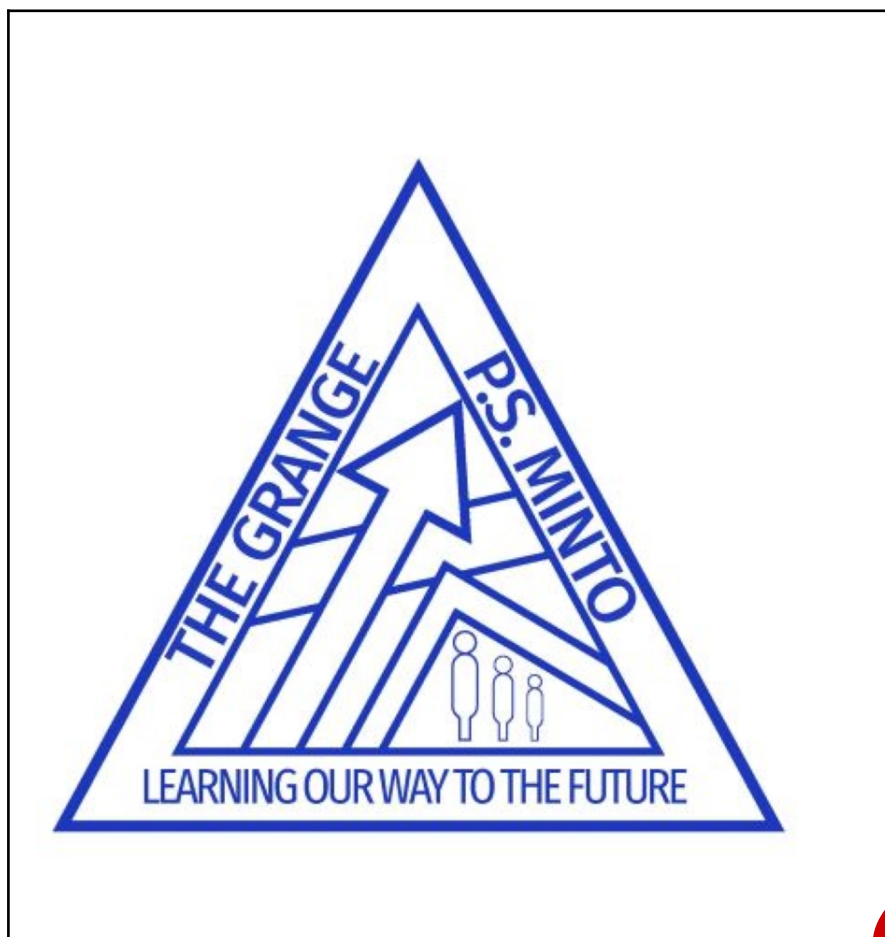


The Grange Public School

Annual Report



2018



4518

Introduction

The Annual Report for **2018** is provided to the community of The Grange PS 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.

Jodie Paterson

Principal

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School background

School vision statement

We **empower** young people to lead **flourishing lives** as **engaged citizens** who embrace the hopes and dreams of an **aspirational** community.

School context

The Grange Public School is located in the south west Sydney area of Minto. The current enrolment is 295 students.

Approximately, 9% of our students identify as being of Aboriginal heritage. Currently 54% of our students come from language backgrounds other than English.

Our community continues to embrace the challenges and benefits of living in area with a constantly changing population due to much redevelopment within the Minto community.

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

The school attracts additional support as part of the Literacy and Numeracy Strategy 2017–2012. Support includes the employment of an Instructional Leader (Deputy Principal) whose primary role is to build the capacity of students and teachers through delivering exceptional practice based on current research. There is a laser-like focus on students achieving their own challenging academic and social goals.

The development of future focused skills and capabilities is supported through the effective use of technology to enhance teaching and learning outcomes. This enables students and teachers to effectively use technology as an effective tool in facilitating student-driven engagement in the key learning areas. Ongoing management of hardware and software ensures students and staff have access to the most relevant and current technology accessible.

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 will be working tirelessly to further improve the level of parent engagement and consultation in all areas of school life over the next three years. The school supports a weekly playgroup which builds authentic relationships with our community and provides support for many families in connecting with each other.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of **Learning, Teaching and Leading**.

LEARNING: Learning Culture– Sustaining and Growing

LEARNING: Wellbeing– Sustaining and Growing

LEARNING: Assessment and Reporting– Sustaining and Growing

LEARNING: Student Performance Measures– Delivering

TEACHING: Effective Classroom Practice– Delivering

TEACHING: Data Skills and Use– Sustaining and Growing

TEACHING: Collaborative Practice– Sustaining and Growing

TEACHING: Learning and Development– Sustaining and Growing

TEACHING: Professional Standards– Sustaining and Growing

LEADING: Leadership– Delivering

LEADING: School Planning, Implementation and Reporting– Delivering

LEADING: School Resources– Sustaining and Growing

LEADING: Management Practices and Processes– Delivering

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>

Engage

Purpose

Developing Successful Engaged Learners

To create a student centred learning environment that challenges students to become effective learners with a strong foundation in literacy and numeracy.

Overall summary of progress

Staff professional learning on what makes an effective learner using the General Capabilities, in terms of teaching, learning and assessment (Critical and Creative Thinking Capability, and Personal and Social Capability).

K–6 staff collected baseline data using stage General Capability rubrics as well as post-data to track and target movement.

K–6 staff investigated and created rich tasks to provide an authentic context for student application of effective learner skills and strategies.

Teaching and learning programs assessed by stage supervisors each term with program checklists monitoring implementation of General Capabilities. Feedback provided by supervisors with improvement monitored in identified areas each term.

Teaching and learning programs, as well as classroom observations, identified, developed and extended General Capabilities via the stage-created rich tasks, a General Capabilities assessment rubric and key teaching and learning strategy/ies to target individual student movement, and teaching and learning activities backwards mapped, showing teachers' developing comprehensive knowledge (K–6). All teachers completed early entry requirements for ALAN – 7 elements entered. Professional learning on the introduction of Learning Progressions. Staff applied Learning Progressions to practice via Learning Sprints as the vehicle, with ALAN data used to differentiate and target explicit teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Deep Learning Counts Increase proportion of students in top two NAPLAN bands in literacy and numeracy.	Early Action For Success allocation.	25.58% of year 3 students in the top 2 bands for Numeracy. 15.00% of year 5 students in the top 2 bands for Numeracy. 20.58% of year 3 students in the top 2 bands for Literacy. 22.00% of year 5 students in the top 2 bands for Literacy..
Deep Learning Counts Teachers apply a comprehensive knowledge of General Capabilities as evidenced by classroom observations, ALAN data, and teaching and learning programs.		Staff professional learning on what makes an effective learner using the General Capabilities, in terms of teaching, learning and assessment (Critical and Creative Thinking Capability, and Personal and Social Capability). K–6 staff collected baseline data using stage General Capability rubrics as well as post-data to track and target movement.K–6 staff investigated and created rich tasks to provide an authentic context for student application of effective learner skills and strategies. Teaching and learning programs assessed by stage supervisors each term with program checklists

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Deep Learning Counts Teachers apply a comprehensive knowledge of General Capabilities as evidenced by classroom observations, ALAN data, and teaching and learning programs.		<p>monitoring implementation of General Capabilities.</p> <p>Feedback provided by supervisors with improvement monitored in identified areas each term.</p> <p>Teaching and learning programs, as well as classroom observations, identified, developed and extended General Capabilities via the stage-created rich task, a General Capabilities assessment rubric and key teaching and learning strategy/ies to target individual student movement, and teaching and learning activities backwards mapped, showing teachers' developing comprehensive knowledge (K–6).</p> <p>All teachers completed early entry requirements for ALAN – 7 elements entered. Professional learning on the introduction of Learning Progressions.</p> <p>Staff applied Learning Progressions to practice via Learning Sprints as the vehicle, with ALAN data used to differentiate and target explicit teaching and learning.</p>
Deep Learning Counts All teachers differentiate literacy and numeracy teaching.		<p>During semester 2, teams began investigating Learning Sprints as an effective means for reviewing the teaching and learning cycle.</p> <p>PLAN2 data and learning progressions was utilised to inform program differentiation in literacy and numeracy.</p>
TGPS Effective Learners Future-focused teaching strategies implemented within the classroom.	\$20, 000 purchase of Robotics and STEM equipment.	<p>At the Grange Public School, we are committed to innovative and exciting learning opportunities that are future focused in preparing our students with skills and capabilities to thrive in a rapidly changing and interconnected world. Our teachers understand that technology is not the only medium by which students engage in future-focused learning, but rather through the integration of flexible programs such as the Habits of Mind program, Personal and Social Capability program, Passion project, genius hour, robotics and coding. Our teachers know and understand the needs and talents of their student and able flexibly select from a range of effective teaching strategies to provide students opportunity to collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens and inspire students to be leaders in their our learning..</p>
TGPS Effective Learners Increase the proportion of students demonstrating qualities of an effective learner as evidenced by a rubric measuring General Capabilities.		<p>* K–6 pre- and post-data plotted along specific effective learner rubric threads, teaching and learning programs reflect teaching and learning strategy/ies that align with effective learner rubric.</p> <p>* K–4 effective learner rubrics show significant growth and Year 5 and 6 graphs show some growth in Personal and Social Capability (Semester 2, 2018).</p>

During 2019 we will continue to build upon:

Our school vision for our 2018–2020 school plan is to: Engage, Unite and Thrive. As a result, Student learning through quality instructional leadership at all school levels is a focus as we go forward.

Our student learning focus through the facilitation of our EAS Instructional Leader will continue throughout 2019. This will further strengthen our teacher's pedagogical knowledge of aspects of literacy, in particular, writing and reading. It will also provide additional professional opportunities for teachers to collaborate around teaching, learning and assessing. A focus of these additional professional learning opportunities will be to analyse data effectively and track student progress and use this data to inform quality interventions and curriculum differentiation.

Assessment of learning through effective and ongoing use of formative and summative assessment strategies is a direction for our future plan. We will be implementing professional learning and systems to support teachers in making consistent, evidenced–based judgments. This will further strengthen our integrated approach to the teaching and learning cycle. Students will make measurable improvements with learning monitored through reliable and systematic strategies.

Additionally– As a school we will focus on:

- * An extension of our instructional leadership model will springboard into the area of writing to develop teacher and student capacity. We will be continuing our successful sprints process to allow collegial discussion, data analysis, and programming/intervention opportunities throughout the year in writing.

- * Ongoing training and development in L3, TEN, TOWN, HOM and STEM to ensure quality, evidenced–based practice across the school. This will continue to support student development of critical and creative thinking skills.

- * Digital literacy will continue to be a key focus point across K–6. Staff professional learning and student workshops will assist in the implementation of equipment purchased in robotics and digital technologies.

- * Key 'Habits of the 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 continue to guide and support future action plans.

Strategic Direction 2

Thrive

Purpose

Student Wellbeing and Engagement

To implement a planned approach to wellbeing where positive, respectful relationships allow learners to connect, succeed and thrive.

Overall summary of progress

PBL forms the foundation of wellbeing practices at The Grange Public School. The school continues to develop systems and practices around the principles of PBL in response to school context as determined by EBS4 data. The consistent use of uniformed behaviour charts in the classroom and use of the language of Positive Behaviour Learning was revised through team and staff meetings. Regular meetings were held by the PBL committee to analyse the data collected (Reflection Room and EBS4 data 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.

The school transitioned to using EBS4 data for the collection of behavioural data. This provided easily accessible information to drive PBL systems, practices and social skills programs across the school. The transition involved whole school TPL and the development of procedures and protocols for data entry.

Structured play was introduced to support students in the playground. This support students with limited social skills. This was delivered by the LaST, SLSOs and student leaders.

A comprehensive Child Protection Education program was delivered by YMCA. This was delivered through live webinars to all students and lessons by classroom teachers.

The Student Leadership Program was continued for selected students in Year 5. These students were supported by Year 6 students who participated in the program in 2017. The students investigated and established a framework for a Breakfast Club to be launched in 2019.

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.

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 the 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. Acknowledgement of Country is offered at each assembly and official services by our Aboriginal students. Students in 3–6 developed a personalised Acknowledgement of Country relevant to our school Community in consultation with the Aboriginal Community Liaison Officer. The Acknowledgement of Country was embossed on a canvas by an Aboriginal Artist. This was unveiled at NAIDOC week activities.

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 29% of the student population (e.g. new students, teacher referrals, students in Out of Home Care). It monitored all ILPs, PLPs and OOHK 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, L3 and Speech Therapy 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 the 29% of students (89 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.

The school employed a Speech Therapist to work with Stage 2. This involved working with Stage 2 teachers to provide in class small group support. The therapist also assessed and provided therapy for individual students.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive Behaviour for Learning School based welfare data will reflect an increase in the positive behaviour across the school setting. Data will reflect an increase in positive behaviour and engagement for targeted (tier 2 and 3) students.	1.0 Learning and support staffing allocation. \$36, 000 flexible funding. School Chaplaincy \$20, 000	EBS4 was implemented to effectively monitor and track student wellbeing. EBS4 data indicated a reduction in negative wellbeing incidents. Social skills programs were implemented by the school chaplain/ LST focusing on– Fair play, Dealing with Emotions, Conflict resolution and Bullying.
Student Wellbeing Strategy LST data reflects that strategies actioned have had a positive outcome for referred students. Increased proportion of students and staff report a greater understanding of strategies used to support emotional wellbeing and mental health.	1.0 Learning and support staffing allocation. \$36, 000 flexible funding. \$5500	Over 27% of students at The Grange PS were referred to the learning support team for social, emotional, academical and behavioural reasons. Behaviour Support Plans and IEPs were developed to support students and were successfully implemented with the support of SLSO's and LST assistance. Speech Therapist was employed 1 day a week to support student learning needs and provided additional support for teachers.

Next Steps

During 2019 we will continue to build upon:

- TPL provided to all staff to support students with trauma and complex behavioural needs. This will be in consultation with DoE Learning and Wellbeing Officers.
- LaST and School Chaplain completing TPL on the 'Be You Program,' to support informed mental health practices across the school community. This includes developing a Reconciliation Action Plan to support Aboriginal Education in our School Community in conjunction with the Narragunnawali Team, (Reconciliation in Education).
- Students will be provided with opportunities to participate in clubs or special interest groups at break times. These clubs will be delivered by staff.
- The SD2 team will investigate successful Wellbeing initiatives within our Community of Schools in order to implement a whole school wellbeing program in 2020.
- Use the Wellbeing Toolkit so that students can connect, succeed and thrive at each stage of their schooling.

Strategic Direction 3

Unite

Purpose

Building School Capacity

To build the capacity of the school community to support the achievement of aspirational goals for students.

Overall summary of progress

In 2018 The Grange Public School has worked hard to continue and create genuine and valuable connections with our local, national and international community. Our school and its communities are active partners in our student's learning and wellbeing. Our focus has been on: Teacher, Student, Parent and Community Partnerships.

The Grange Public School encourages teachers to be focused towards continually improving and developing partnerships with local, national and international schools. This year we have continued to build upon teaching and learning opportunities for staff and students to create a culture where we learn and develop from one another. Our school is proud of the successful genuine partnerships we have established in 2017 and will continue to develop and expand on these further in 2018.

We have continued to enhance our school communication systems to ensure information is reliable, timely and accurately disseminated to all stakeholders within the community. We have been committed to enhancing whole school communication systems and supported staff with professional learning opportunities to implement individual class-based communication systems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enriched Communication <ul style="list-style-type: none">• Data will reflect an increase in parent feedback• Social media data reflects increased parent engagement Consultative Decision Making <ul style="list-style-type: none">• Data will reflect an increase in parents involved in school activities and planning		<ul style="list-style-type: none">*Increased number of Teachers embraced opportunities to showcase practice and inform the school community about best practice. Information sessions were designed for the community to develop knowledge and understanding of the schools educational programs and practices.*Parents proposed a number of new initiatives which were highly valued and introduced into the daily practices at the school.*Strategically enhanced and used our communication platforms to create a well-informed school community.*Planned communication was delivered utilising a variety of medium including social media platforms such as Facebook, Skoolbag, SeeSaw and the school website. It was successful in providing an increase in parent feedback and social media data reflects increased parent engagement.

Next Steps

During 2019 we will continue to build upon:

* Our school communication systems to ensure information is reliable, timely and accurately disseminated to all stakeholders within the community. We have been committed to enhancing whole school communication systems and supported staff with professional learning opportunities to implement individual class-based communication systems.

* The effectiveness of home school communication between parents, teachers and students.

* Teacher's will have access to additional professional learning to develop their knowledge and skills in various platforms, allowing teachers to utilise these platforms as a means of sharing information and communication with families.

* Seeking the opinions of parents, students and teachers about the culture of the school. The school will implement across school surveys using a variety of online surveys, forums and workshops, as a means of enabling all key stakeholders a voice in the development and future directions of programs and initiatives within the school context.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16, 000	<p>All students were supported with a PLSP to enhance literacy and numerary learning, Additionally, a CRT and SLSO supported student learning in classrooms.</p> <p>ATSI students in Year 4 to 6 took part in a 10 week mentoring program ran by OCGRE (Opportunity Hub Program).</p> <p>98% of ATSI students participated in the community of schools NADOC day and 100% of students participated in TGPS NAIDOC day.</p>
English language proficiency	\$62, 000	<p>Data sources suggests that a high percentage of K–2 EALD students are in the developing or consolidating phases. Data sources suggests that a high percentage of 3–6 EALD students have progressed in their stages of development.</p> <p>ELP support is provided to all students and teachers to facilitate learning support in literacy and numeracy.</p>
Low level adjustment for disability	1.0 Staffing \$43,000 flexible funding	<p>Flexible funding utilised to support the implementation of k–2 learning interventions such as mini–lit.</p> <p>Additionally– SLSO's to support targeted interventions for students k–6.</p> <p>Supplement additional Learning and Support teacher time to support students through the Learning and Support team.</p> <p>Successful implementation of receptive and expressive language programs for targeted groups with a speech pathologist.</p>
Quality Teaching, Successful Students (QTSS)	\$50,000 staffing allocation.	<p>Provide Instructional Leader opportunities—one day per week (Terms 1, 2, 3 and 4). Supported the professional growth of teachers in the areas of literacy and numeracy. Increased the leadership team's ability to support whole school initiatives to track student progress against key aspects of the literacy and numeracy continuums and link to the professional learning needs of staff to improve student outcomes. Support peer observations as part of the Performance and Development Framework. Released teachers to observe colleagues and facilitate feedback and reflection of observed lessons.</p>
Socio–economic background	0.3 staffing \$20,000	<p>The learning environment and the school's capacity to respond to student need has been enhanced. Staff are better equipped to differentiate teaching and learning within their classrooms which translated into continued individual student improvement in academic performance and capacity to regulate emotions.</p> <p>Socioeconomic funding strengthened partnerships between our school, families and</p>

Socio-economic background	0.3 staffing \$20,000	community organisations. Funds were utilised for the provision of financial assistance to enhance students' access to a wider range of curriculum learning experiences including excursions, camps and extra curricular activities. Funding was also utilised to supplement existing learning support programs and employment of SLSOs (School Learning Support Officers) for the provision of additional learning support in the classroom for these students. This resulted in increased level of students' participation and engagement in learning and supported continuous improvement in student achievement through the development, implementation and evaluation of Individual Learning Plans.
Support for beginning teachers	\$18,000	Early Career Teachers have been supported by the AP teaching and learning and the beginning teacher mentor. Additional teacher reflection time, classroom visits, professional development and coaching and mentoring have supported these teachers to deliver an excellent curriculum to improve student learning outcomes. The requirements of this funding have been met.
Targeted student support for refugees and new arrivals		Additional funding for Refugee and new arrival students has included a whole school approach by providing students with a safe and supportive school environment and transition to school. Students have received individualised and group support, through a differentiated teaching and learning program, providing additional English language learning and literacy support.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	118	131	150	159
Girls	126	120	141	140

Our student enrolments increased in 2018 due to re-development in the local area. Over the past 6 years, the student population has increased from six classes to thirteen.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.6	92.3	92.5	92
1	91.4	88.4	91.6	88.5
2	92.1	93	90.7	91.1
3	93	92.3	92.1	92.4
4	90.3	93.6	93.1	90.7
5	92.1	92	91.5	91.4
6	93.5	90.3	89.8	91.4
All Years	91.5	91.6	91.7	91
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

Our student attendance rate of 91.1% has remained steady from the previous year.

A number of strategies have been used to encourage students to come to school every day and to improve student attendance. These include:

* regular inserts in the school newsletter informing the school community of the importance of regular

attendance in school.

* frequent phone calls home from staff when students are not at school.

These strategies have been used to monitor student attendance and increase the number of explained absences. These include:

* Regularly Principal/ AP meetings with the Home School Liaison Officer (HSLO).

* Completing lateness and Attendance Monitoring Program (LAMP) sheets.

* Sending home weekly reminders requesting a written explanation for all whole day absences.

* Regularly meeting with colleagues to monitor identified student attendance within their classes.

To celebrate a student's excellent attendance rate for the term, Attendance Merit Certificates are given out at the end of each term. At the school's annual Presentation Day, merit certificates are awarded to students for 100% Attendance for the year.

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

Class sizes

Class	Total
K_1E	23
KP	20
KC	19
1_2A	22
1_2T	23
1_2O	23
3_4J	26
3_4G	26
3/4Z	28
4_5D	24
5_6S	27
5_6R	28

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.79
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The Grange Public School currently has one early career Aboriginal staff member.

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

During 2018, professional learning was undertaken by The Grange Public Staff to support and further develop areas of the school plan. School teams worked closely with our Instructional Leader and Assistant Principals to improve data analysis, planning and programming in Literacy and Numeracy. All staff had opportunities to participate in both internal and external professional learning workshops, programs, forums and projects.

Staff at The Grange Public School have engaged in professional learning activities which have supported them in meeting the expectations outlined in the Performance Development Framework and assisted them in achieving school, system and personal goals. This has also led to an improved understanding of the National Teaching Standards for staff implemented in 2018.

Professional learning was centred around the three strategic areas in the School Plan. High quality professional learning at The Grange has ensured that teachers are at the forefront of new initiatives and technologies

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.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	259,585
Revenue	3,001,057
Appropriation	2,935,690
Sale of Goods and Services	1,142
Grants and Contributions	60,803
Gain and Loss	0
Other Revenue	0
Investment Income	3,421
Expenses	-2,899,835
Recurrent Expenses	-2,899,835
Employee Related	-2,644,523
Operating Expenses	-255,312
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	101,221
Balance Carried Forward	360,806

The school budget is determined by the senior leadership team consisting of the Principal, School Administrative Manager (SAM), and Assistant Principals. Review meetings are regularly held.

Retained income which has been carried forward will support initiatives outlined in the school 2018–2020 strategic plan and will include further ground improvements. Additionally, technological infrastructure will continue to be updated to support 21st century learning focuses.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,111,139
Base Per Capita	56,270
Base Location	0
Other Base	2,054,869
Equity Total	379,172
Equity Aboriginal	16,115
Equity Socio economic	152,953
Equity Language	62,230
Equity Disability	147,875
Targeted Total	24,795
Other Total	254,650
Grand Total	2,769,757

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

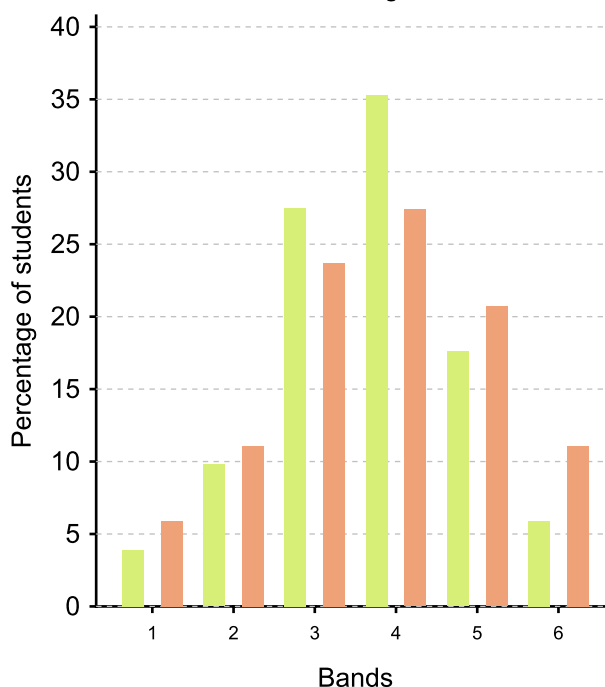
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

NAPLAN data 2018– Literacy Year 3 and Year 5.

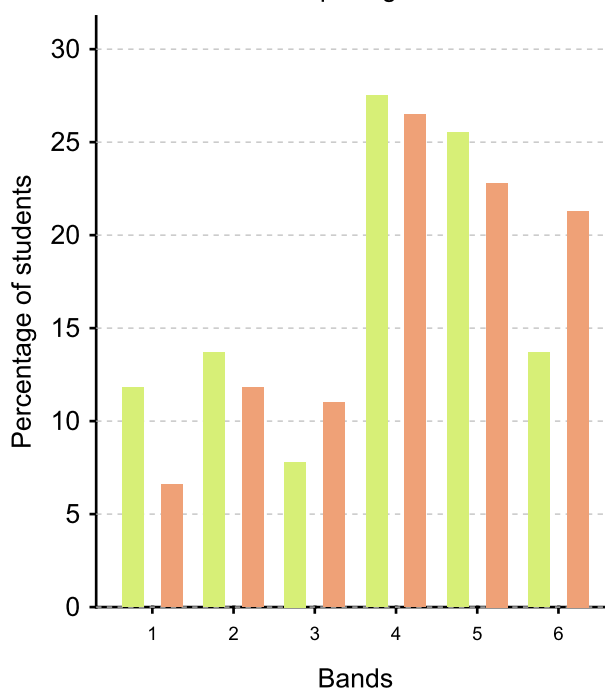
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.9	9.8	27.5	35.3	17.6	5.9
School avg 2016-2018	5.9	11.1	23.7	27.4	20.7	11.1

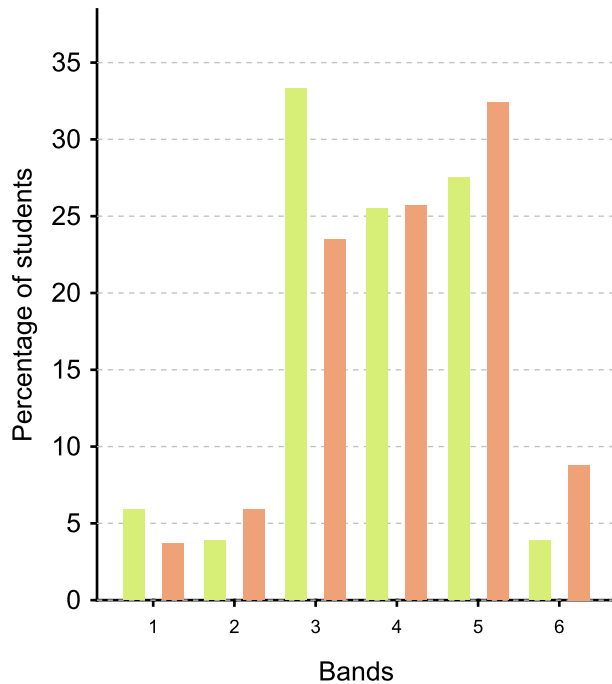
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.8	13.7	7.8	27.5	25.5	13.7
School avg 2016-2018	6.6	11.8	11	26.5	22.8	21.3

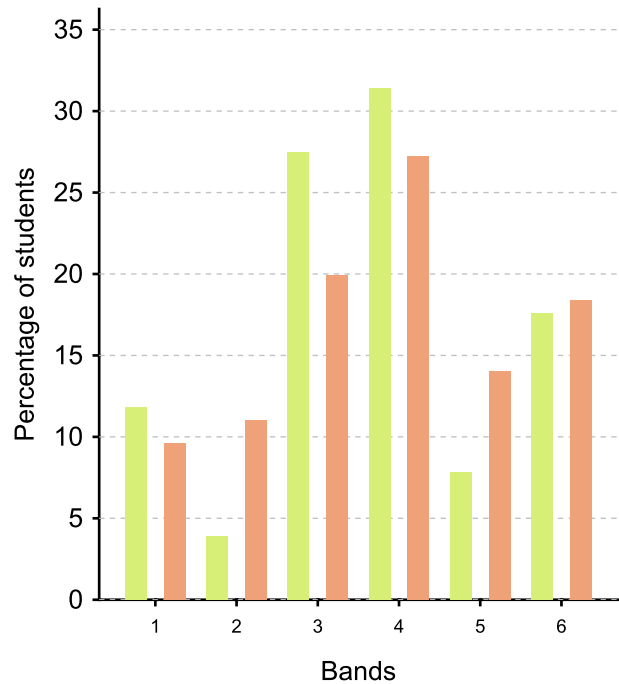
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.9	3.9	33.3	25.5	27.5	3.9
School avg 2016-2018	3.7	5.9	23.5	25.7	32.4	8.8

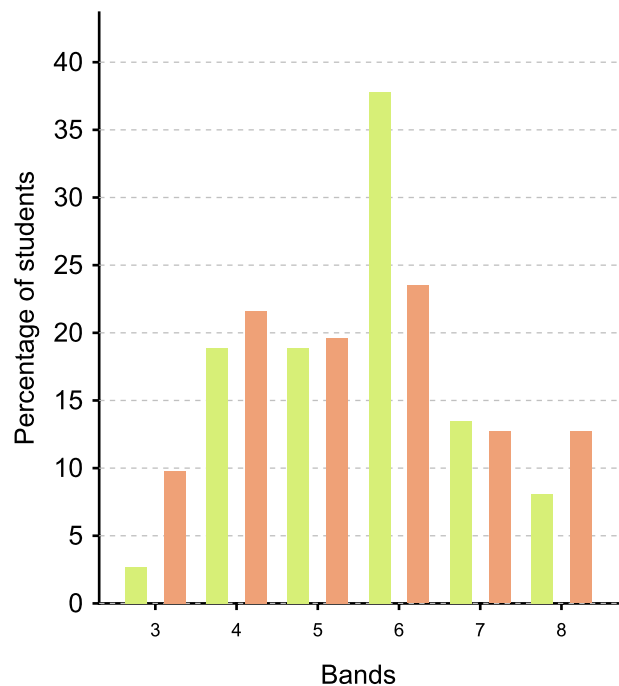
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.8	3.9	27.5	31.4	7.8	17.6
School avg 2016-2018	9.6	11	19.9	27.2	14	18.4

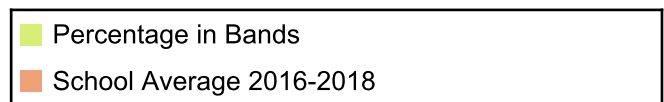
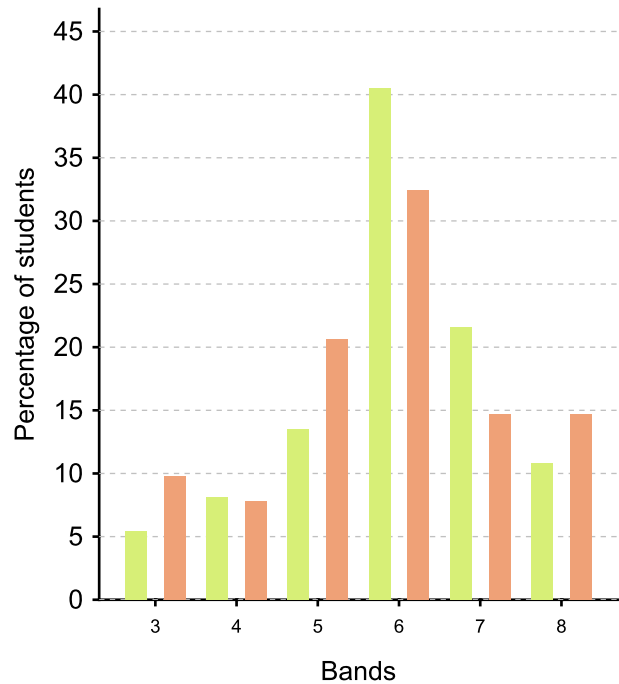
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

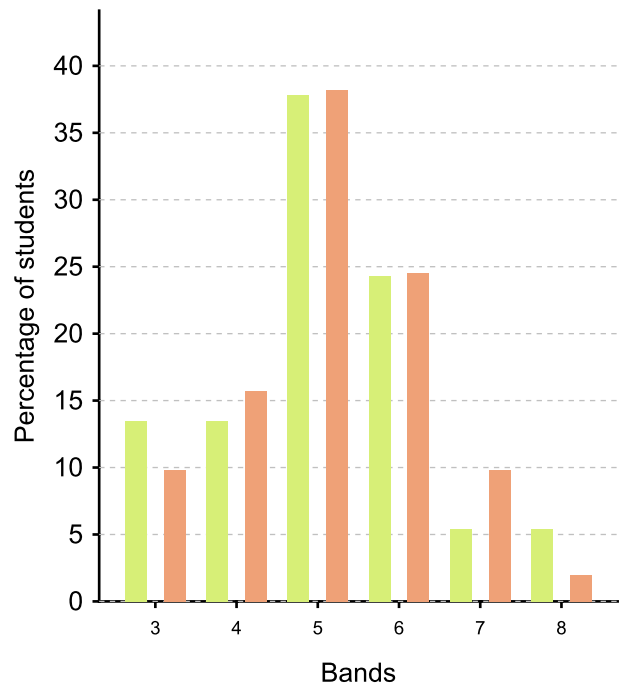
Band	3	4	5	6	7	8
Percentage of students	2.7	18.9	18.9	37.8	13.5	8.1
School avg 2016-2018	9.8	21.6	19.6	23.5	12.7	12.7

Percentage in bands:
Year 5 Spelling

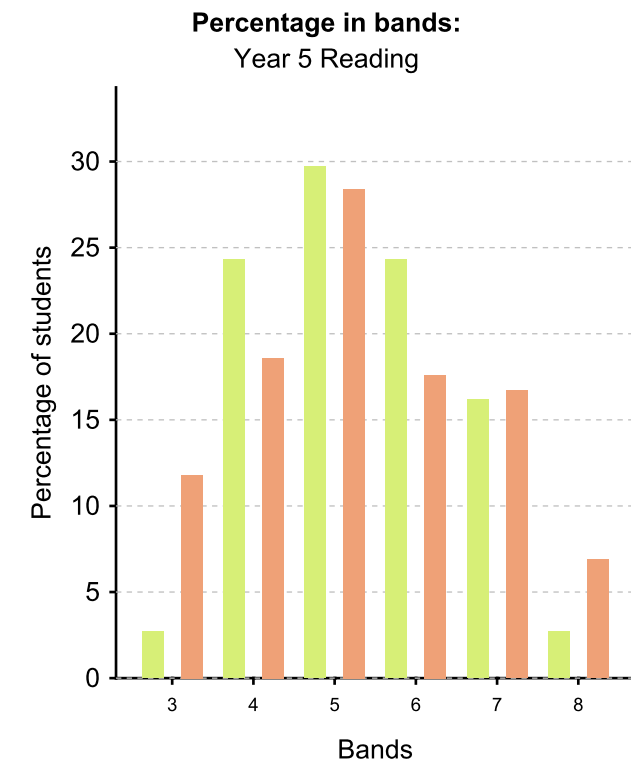
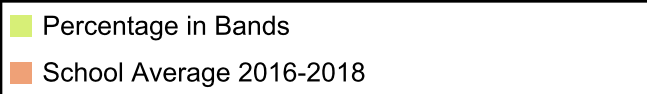


Band	3	4	5	6	7	8
Percentage of students	5.4	8.1	13.5	40.5	21.6	10.8
School avg 2016-2018	9.8	7.8	20.6	32.4	14.7	14.7

Percentage in bands:
Year 5 Writing

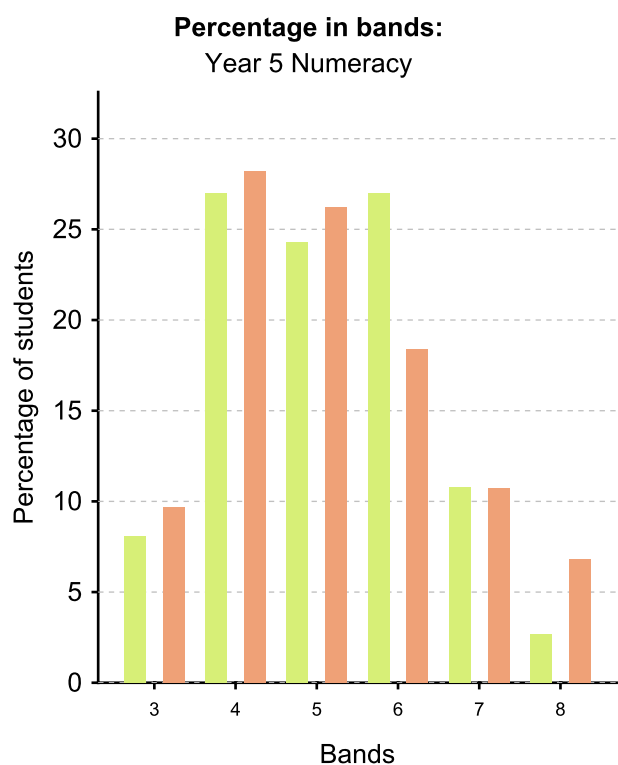
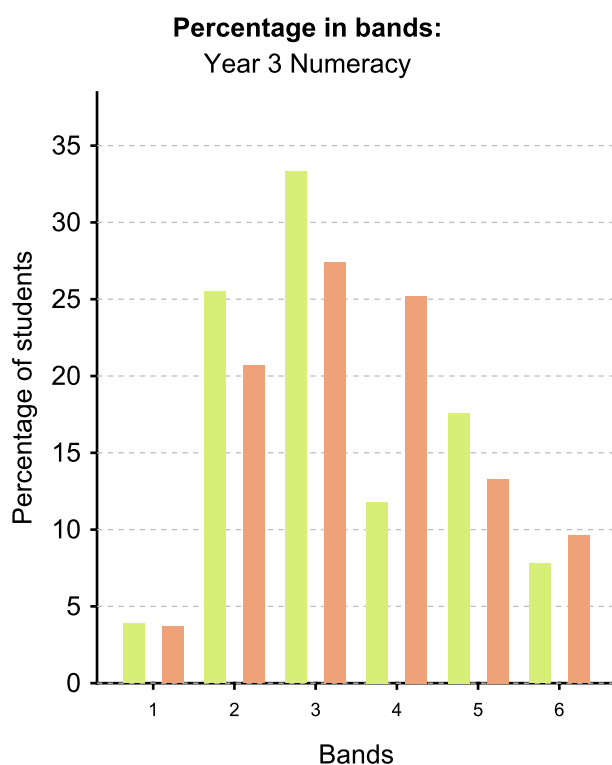


Band	3	4	5	6	7	8
Percentage of students	2.7	24.3	29.7	24.3	16.2	2.7
School avg 2016-2018	11.8	18.6	28.4	17.6	16.7	6.9



Band	3	4	5	6	7	8
Percentage of students	13.5	13.5	37.8	24.3	5.4	5.4
School avg 2016-2018	9.8	15.7	38.2	24.5	9.8	2

NAPLAN data 2018– Numeracy Year 3 and Year 5



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.1	27.0	24.3	27.0	10.8	2.7
School avg 2016-2018	9.7	28.2	26.2	18.4	10.7	6.8

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.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>

Parent/caregiver, student, teacher satisfaction

The Grange Public School's community, continues to recognise and value the school's shared vision by building strong partnerships and relationships between parents/caregivers, students and teachers. We have many opportunities for all to connect, evaluate and plan for school initiatives, programs, resources and educational priorities that best meet the needs of every modern learner. This approach is strongly supported through the school social media pages, such as Facebook and Twitter, regular online feedback from school based survey analysis, transcripts from interviews completed and collated by the NSW DOE external Early Action for Success team, as well as regular formal and informal meetings. Families regularly attending our onsite Schools as Community Centre programs such as Parent Social Group (PSG) and

PATCH.

Student voice is also a major driver of our programs and initiatives showing positive results and feedback this year. Students, the P&C and staff were surveyed on their thoughts and ideas towards improving the school playground with a focus on collaboration, problem solving, developmental play and sporting skills. This year we have begun to implement playground design ideas in consultation with the whole school community. In response to the regular data and evidence collected, contextual decision making and extensive planning improvements have been made using the program logic model to implement a range of initiatives. Program logic planning includes short, mid and long-term outcomes, specifically identified steps for implementation and measurements of success. This is planned by appropriate teams in close consultation with families, the community and includes student voice.

Policy requirements

Aboriginal education

The school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. The school priorities 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 56% of the students attending The Grange Public School come from a language background other than English (LBOTE). A smaller percentage of those students have English as an additional language or dialect (EAL/D). The school is committed to providing opportunities that enable all students to achieve equitable educational and social outcomes and participate successfully in our culturally diverse society. School policies and practices counter racism and develop intercultural understanding. New Arrival students to our school are assessed and NAP (New Arrival Program) additional funding has successfully been applied for and granted.

A special day was Harmony Day where the diversity was celebrated and acknowledged through cultural dress parades, students and parents performed and groups of parents ran activities showcasing their culture through foods, dances and art. These activities afforded our students the opportunity to interact with cultures from around the world and build an appreciation of other people's beliefs and lifestyles. Our school choir has learnt the Australian National Anthem in our local Aboriginal dialect, Dharawal. All students participated in an Aboriginal culture and history lesson ran by Lesley Marks which essentially looked at the scientific

principles behind some of the great inventions and environmental understandings of Aboriginal and Torres Strait Islanders Peoples. An Acknowledgment of Country mural was painted at the front of our school by an artist who is recognised worldwide, Danielle Mate-Sullivan. Acknowledgement of Country mural unveiling assembly was held which included a smoking and water ceremony by community elders.

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

Communication with parents and community members from culturally diverse backgrounds was strengthened by the formation of a parent social group. The EALD teacher meets regularly with this group and liaises closely with the group with the aim of including and supporting EALD parents. A weekly playgroup took place where parents of pre-schoolers developed links with the school and each other, whilst their children were orientated to the school.