The Grange Public School

2019 Annual Report

4518

Introduction

The Annual Report for 2019 is provided to the community of The Grange Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

The Grange Public School
8 Benham Road
MINTO, 2566
www.thegrange-p.schools.nsw.edu.au
thegrange-p.school@det.nsw.edu.au
9603 3766

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 310 students.

Approximately, 17% 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 an 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 2012–2017. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

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.

Improvement Measures

Deep Learning Counts

Increase proportion of students in top two NAPLAN bands in literacy and numeracy.

Deep Learning Counts

Teachers apply a comprehensive knowledge of General Capabilities as evidenced by classroom observations, ALAN data, and teaching and learning programs.

Deep Learning Counts

All teachers differentiate literacy and numeracy teaching.

TGPS Effective Learners

Future–focused teaching strategies implemented within the classroom.

TGPS Effective Learners

Increase the proportion of students demonstrating qualities of an effective learner as evidenced by a rubric measuring General Capabilities.

Overall summary of progress

The focus of this strategic direction is for teachers to use knowledge of curriculum and analysis of data to plan and deliver student learning that is targeted and aspirational. Staff are working towards developing a strong knowledge of syllabus and content and shared understandings of assessment standards through collaborated planning and consistent teacher judgement.

Progress towards achieving improvement measures

Process 1: Deep Learning Counts

Teachers develop explicit teaching strategies based on current research.

Ongoing data analysis of Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
DP Instructional Leadership Model K–2	EAfS funded DP Instructional Leader
AP Instructional Leadership Model K–6	QTSS Allocation– 0.486
K–6 Writing Program with evidence of implementation	Professional Learning Funding– $10 000
L3 Reading Professional learning with evidence of implementation	

Process 2: TGPS Effective Learners

Integrate a whole school approach to what makes an effective learner.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Key teaching and learning strategies implemented K–6 All K–6 students assessed in directional growth in demonstrating the qualities of an effective learner using pre– and post–assessment against the Effective Learner Rubric success criteria	Not Applicable.

Next Steps

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 move forward.

Continue to make data analysis and post–analysis follow up in classrooms a priority

Employee instructional leaders in 2020 to lead K–2 and 3–6

Create professional learning options that are differentiated for all staff to make individual progress with data usage and assessment

Working towards growth coaching "at–need" teachers in providing effective feedback using the Effective Learner Rubric success criteria

Unpack key teaching and learning strategies with K–6 staff for Personal and Social Capability – focus: Zones of Regulation pedagogy

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.

Improvement Measures

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.

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.

Overall summary of progress

The focus of this strategic direction is to provide opportunities for all stakeholders to implement a planned approach to wellbeing where positive, respectful relationships allow learners to connect, succeed and thrive. Throughout 2019, the Wellbeing Team focused on developing teachers understanding of effective strategies which supported student in developing resilience, responsibility and citizenship skills across all aspects of the school, to create optimal learning environments.

Progress towards achieving improvement measures

Process 1:   Positive Behaviour for Learning

Staff are supported to create learning environments that ensure effective conditions for learning. PBL strategies are implemented explicitly and consistently by all staff across school settings.

Evaluation	Funds Expended (Resources)
Playground and classroom walkthrough audits Staff Professional leaning on Trauma–informed practices 4 Day professional learning course– Berry Street Education Model Research and investigation into the use of Zones of Regulation. Revised and updated the School Wellbeing Procedures, including the achievement and merit system	Professional Learning Funds: $7500

Process 2:   Student Wellbeing Strategy

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Strengthened the Learning and Support Team systems and practices	Speech Therapist: $21,000
Developed and Implemented PLP's and IEP's to support student needs	DoE Chaplaincy Program
Implemented wellbeing initiatives/ projects to support social and emotional regulation for students k–6	
Utilised outside agencies to support student needs (speech therapist) and enhance teaching practices	
Worked in partnership with the local high schools and Pre–schools to facilitate effective transition programs	
School chaplaincy program and initiatives implemented K–6	

Next Steps

Our school vision for our 2018–2020 school plan is to: Engage, Unite and Thrive. As a result, a whole–school approach to student wellbeing at all school levels is a focus as we move forward.

Implement revised PBL system

Continue professional learning in the areas of Social and Emotional Regulation and Trauma–informed practices

Further develop wellbeing initiatives which support student social, emotional, physical, behavioural and academic needs

Build upon school transition programs Pre–school to Year 7

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.

Improvement Measures

Enriched Communication

Data will reflect an increase in parent feedback

Social media data reflects increased parent engagement

Consultative Decision Making

Data will reflect an increase in parents involved in school activities and planning

Overall summary of progress

The focus of this strategic direction is to build the capacity of the school community through strong connections and partnerships which enable parents to be active and informed participants in their child's learning journey.

Progress towards achieving improvement measures

Process 1:   Enriched Communication

Aspirational goals for students are supported through clear, transparent communication channels between all stakeholders. Planned communication is delivered utilising a variety of mediums including social media platforms.

Evaluation	Funds Expended (Resources)
Strengthened school social media platforms (newsletter/ Skoolbag) to ensure timely and effective communication for parents and carers Implemented dojo/ seesaw to strengthen parent engagement in student learning Launched TGPS Facebook social media platform to inform our school community of school initiatives, projects and achievements	$1000

Process 2:   Consultative Decision Making

Staff are supported to engage in authentic opportunities designed to foster positive relationships across the school community. Staff will collectively develop protocols and processes to engage in informed decision making with our community.

Evaluation	Funds Expended (Resources)
Held regular parent forums to increase feedback from the community on the best ways to meet their needs Employed a Community Liason Officer to strengthen and support community partnerships Community Use Agreements implemented to support community	Community Liason Officer– $40,000 **Funding Sources:** • Socio–economic background ($35000.00)

Progress towards achieving improvement measures	
partnerships	
Strong connections developed with outside agencies and school networks	
Making links and developing strong partnerships with academic, educational and local communities	

Next Steps

Our school vision for our 2018–2020 school plan is to: Engage, Unite and Thrive. As a result, the school will work with the strategic team to develop protocols and processes to ensure our community is continually informed and engaged in student learning and school decision making processes.

Employ a Community Liaison Officer 3 days a week

Continue to strengthen and further implemented school social media platforms

Build upon the already established links and partnerships with academic, local and educational communities

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($40 000.00)	• All students were supported with a PLSP to enhance literacy and Numeracy learning. Additionally, a CRT and SLSO supported student learning in classrooms focusing on PLSP goals and individual learning needs. • ATSI students in Year 4 to 6 took part in a 10–week mentoring program run by OCGRE (Opportunity Hub Program). • 98% of ATSI students participated in the community of schools NADOC day and 100% of students participated in TGPS NAIDOC day. • The school implemented a transition to High School Program to support Stage 3 children moving into Year 7. This established strong support networks for these children. • This year, Stage 3 girls worked with local elders at Tharawal community centre, engaging in a mentoring sewing program. This established positive connections and focused on health and wellbeing. • The children also designed and developed our schools Yarning circle, with local Aboriginal Artist. This will become an important feature of our school to build cultural awareness and understanding for all members of The Grange PS community.
English language proficiency	0.4 staffing Entitlement **Funding Sources:** • English language proficiency ($40 000.00)	• Data sources suggest that a high percentage of K–2 EALD students are in the developing or consolidating phases. • Data sources suggest that a high percentage of 3–6 EALD students have progressed in their stages of development. • The school utilises RAM flexible funding to provide students with additional support via whole class and intensive small group instruction. Intensive ELP support is provided to all students and teachers to facilitate learning support in Literacy and Numeracy k–6. All teachers are supported in class through opportunities to co–plan, co–teach and co–evaluate lessons focused on language development.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($40 000.00)	• Flexible funding utilised to support the implementation of K–2 learning interventions, such as mini–lit and reading intervention. • SLSO's utilised to support targeted interventions for students k–6, who have been identified through school based assessments and Learning and Support Team • Supplement additional Learning and Support teacher time to support students through the Learning and Support team. • Successful implementation of receptive and expressive language programs for targeted groups with a speech pathologist.
Quality Teaching, Successful Students (QTSS)	0.486 staffing allocation	• Provided Instructional Leadership opportunities to all AP's Terms 1–4. This supported the professional growth of teachers in the areas of literacy and numeracy. • Develop teaching expertise and practice in

Quality Teaching, Successful Students (QTSS)	0.486 staffing allocation	the area of Writing using quality teaching and learning practices (Sprints Model). A strong collaboration model was trialled throughout the year focusing on evidence–based research to improve Writing Practices K–6. Co–Planning, Co–Teaching, Co–Evaluating were used to model, guided and support teaching and learning in writing. • Increased the leadership team's ability to support whole school initiatives to track student progress against key aspects of the literacy and numeracy continuum and link to the professional learning needs of staff to improve student outcomes. • Supported peer observations as part of the Performance and Development Framework. Through a coaching and mentoring model, staff had opportunities to work with their team leader to support the achievement of their PDP and improve their teaching practice and expertise. • Released teachers to observe colleagues and facilitate feedback and reflection of observed lessons.
Socio–economic background	**Funding Sources:** • ($50 000.00)	• 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. • Socioeconomic funding strengthened partnerships between our school, families and 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 extracurricular 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 an 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	**Funding Sources:** • 0.2 Staffing allocation ($22 000.00)	• 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	**Funding Sources:** • 0.2 staffing allocation ($22 000.00)	• 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

Targeted student support for refugees and new arrivals	**Funding Sources:** • 0.2 staffing allocation ($22 000.00)	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.

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Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	131	150	159	165
Girls	120	141	140	155

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92.3	92.5	92	88.4
1	88.4	91.6	88.5	89.8
2	93	90.7	91.1	89.9
3	92.3	92.1	92.4	88.7
4	93.6	93.1	90.7	90.8
5	92	91.5	91.4	91.4
6	90.3	89.8	91.4	89.5
All Years	91.6	91.7	91	89.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.83
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	360,806
Revenue	3,209,254
Appropriation	3,149,801
Sale of Goods and Services	1,945
Grants and contributions	55,408
Investment income	1,900
Other revenue	200
Expenses	-3,123,883
Employee related	-2,846,408
Operating expenses	-277,476
Surplus / deficit for the year	85,371

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	0
Equity Total	397,793
Equity - Aboriginal	33,562
Equity - Socio-economic	127,907
Equity - Language	81,338
Equity - Disability	154,986
Base Total	2,295,074
Base - Per Capita	70,157
Base - Location	0
Base - Other	2,224,918
Other Total	337,232
Grand Total	3,030,099

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Parents:

The Tell Them From Me (TTFM) Parent Survey is based on a comprehensive questionnaire covering several aspects of parents perceptions of their children's experiences at home and school.

– 67% of parents who responded to the survey feel that TGPS is a welcoming place.

– 80% of parents who responded to the survey feel that at TGPS they are able to communicate regularly with their child's teacher

– 60% of parents who responded to the survey feel that TGPSis well maintained

– 70% of parents who responded to the survey feel that they would recommend TGPS to other parents

Students:

In 2019, students in Years 2–6 were surveyed to gauge student satisfaction levels with their experiences at school.

– 87% of students with a high rate of participation in sports

– 66% of students feel accepted and valued by their peers and by others at their school

– 79% of students have friends at school they can trust and who encourage them to make positive choices

– 90% of students believe that schooling is useful in their everyday life

–64% of students are interested and motivated in their learning

– 77% of students try hard to succeed in their learning

Staff:

– 78% of staff believe that school leaders have helped them establish challenging and visible learning goals for students

– 81% of work with other teachers in developing cross–curricular or common learning opportunities

– 86% of staff say they talk with other teachers about strategies that increase student engagement

– 88% of staff believe they monitor the progress of individual students

– 92% of staff feel that they set high expectations for student learning

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.