

2020 Annual Report

The Grange Public School



4518

Introduction

The Annual Report for 2020 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.

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School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

On 17/11/2020 our school participated in external validation.

Whole School Context

The Grange Public School has 13 mainstream classes which cater for a student population of 310 students, 13% are Aboriginal and Torres Strait Islander and 59% of students with an English and Language Dialect background (EALD). The Grange Public School is located in the South-West Sydney area of Minto and has a very diverse socio-demographic which is rich in culture and background.

The External Validation Process

The Grange Public School values continuous improvement through the synthesis of data and feedback from a range of

sources. Our school views external validation as an opportunity to reflect and refine our practices using the School Excellence Framework (SEF). In Term 1 2020, the leadership team began the task of collating evidence and annotating the artefacts. Each evidence set was created by a team of staff that included the Principal, Deputy Principal, Assistant Principals and Classroom Teacher. The team would meet weekly to review their evidence and discuss the analysis against the SEF. The team worked in partnership to make on-balanced judgements against the SEF focus elements and developed future directions for consideration in the 2021-2024 School Improvement Plan.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Over the past years, our judgement in most Learning elements has indicated that there has been growth from Delivering to Sustaining and Growing. This summary will provide a brief overview of how effective the school has been in this domain and the plans to lead continuous improvement in Learning.

We have observed that in Learning Culture, the school has made some significant improvements to the school procedures that support school attendance and have developed incredibly strong partnerships with the community to support the transition of students into Kindergarten and as well as the transition from Year 6 to 7. This includes additional programs for our Aboriginal and Torres Strait Islander students. The next steps to strengthen Learning Culture within the school is to work with the whole school community to build high expectations of learning progress for all students.

Wellbeing at The Grange Public School has been a high priority over the past 3 years which is reflected in our self-assessment of excelling. It is clear that the school has effective whole-school approaches to wellbeing that cater to all students to ensure they can connect, succeed, thrive and learn. The Grange Public School will seek to maintain this level of excellence in the Strategic Improvement Plan (SIP) 2021-2024.

The Grange Public School is dedicated to delivering quality learning to students by preparing and teaching quality lessons with a strong focus on curriculum knowledge. The extent to which The Grange Public School has demonstrated this can be seen in the element of Curriculum. To further strengthen this element, The Grange Public School will engage staff in professional learning that develops the capacity of teachers to differentiate the curriculum through more complex tasks so that students at all levels of development are challenged.

The evidence gathered for assessment throughout the EV process outlined that the school is developing some effective assessment strategies in regards to formative and summative assessment practices. In the SIP 2021-2024, the school will focus on developing consistent assessment strategies across K-6 to ensure effective whole school monitoring of learning.

The Grange Public School has changed how student achievement is reported to parents and carers. This included clear future directions in English and Mathematics in a family-friendly language, with detailed and specific information regarding student achievement across the curriculum. Within the SIP 2021-2024, The Grange Public School intends to further increase partnerships with families so that they are engaged in student learning on a regular basis.

Our self-assessment relating to Student Performance Measures as delivering was affirmed after analysing multiple sources of data available. The school leadership team has been aware of the results outlining student achievement and as a result, have been actively leading initiatives within the school to improve teaching practice which will continue into the SIP 2021 - 2024. It is anticipated that these initiatives will lead to growth in this element.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

At The Grange Public School, we are committed to implementing the most effective, evidence-based teaching strategies which meet the educational needs of all students. In past years, our judgement in many of these areas has hovered on the border of delivering and sustaining and growing. This summary will provide a brief overview of how effective the school has been in this domain and the plans to lead continuous improvement in teaching.

The Grange Public School has developed and sustained a highly collaborative teaching culture. The school embeds systems within the school that allow teaching teams to meet fortnightly to plan their lessons, develop explicit teaching strategies and develop strategies to provide feedback to students. This has been happening effectively within K-2 and 3-6, however, it has become clear that for the school to move towards excelling, there needs to be a whole-school approach which will be a key focus in the SIP 2021 - 2024.

After reviewing the evidence related to Data Skills and Use, it became clear that it is an area where there are opportunities for improvement. It is clear that data use in planning, teaching and analysis has not consistently been part of the school culture. The use of data in K-2 and 3-6 are vastly different. For this reason, the leadership team is seeking to work with staff in the SIP 2021 - 2024 to make improvements in this element a priority.

Professional Standards and Learning and Development have benefited from stronger school procedures in the past 2 years. We have moved beyond compliance and implemented a process that is meaningful and relevant to our school context. 'Teacher Talks' each term provides staff with the opportunity to meet with executive staff to set goals, review teaching and learning practices and receive feedback based on their goals. The Grange Public School's goal is to strengthen this process by making stronger links to the Learning and Development element by providing more opportunities for coaching and mentoring with staff members with specific areas of expertise beyond their current supervisors.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Over the past years, our judgement in most Leading elements has indicated that there has been growth from Delivering to Sustaining and Growing. This summary will provide a brief overview of how effective the school has been in this domain and the plans to lead continuous improvement in Leading.

Educational Leadership at the school has been strengthened by the structure of weekly executive meetings that focus on student progress, achievement and learning. In addition to this, professional learning to build the capacity of executives so that they can engage in an instructional approach to leadership with their teams takes place. The evidence throughout this document illustrates that the school leaders meet regularly to analyse data and reflect on the teaching and learning that has been happening in their teams. Building a culture of high expectations and high performance will be a key consideration for improvement in the SIP 2021-2024.

At The Grange Public School, School Planning, Implementation and Reporting has been an element where improvement can occur. The next step for The Grange Public School is to ensure that School Planning, Implementation and Reporting is consistent against all three strategic directions and improvement measures in the SIP 2021-2024.

The Grange Public School has made changes to administrative systems, structures and processes to support effectiveness across the school. Strategic planning and financial management are closely linked and monitored regularly. The Principal and School Administrative Manager have a clear direction in the purpose of spending and allocation of funding which is geared towards ongoing school improvement. Administrative systems, practices and processes are continually evolving to better meet the needs of school and community. The school makes informed choices about administrative practices to ensure these are clear and transparent. These processes are evaluated and reviewed regularly to ensure they are streamlined across the school.

Various ranges of data collection from the community inform the school to assist with future school planning. We seek to gain feedback from parents and carers through surveys such as Tell Them From Me and school-based surveys to get a sense of their satisfaction with school performance. We will continue to explore ways of being innovative so that community satisfaction can be evaluated more effectively in the SIP 2021-2024.

Next Steps:

When planning for more effective self-assessment in the future, the school has acknowledged that the leadership team has developed a strong understanding of the School Excellence Framework (SEF) through the External Validation process. However, we believe that engaging staff in the professional learning of the SEF will further strengthen our ability to be evaluative on school practices and develop a clear understanding of the required steps for continuous improvement.

We will achieve this by:

- engaging all staff in the evaluation process by building their understanding of the School Excellence Framework;
- being clear about how we are going to evaluate the improvement measures within the School Improvement Plan and developing effective systems to store evidence. For example, Google Drive folders;
- continuing to provide funding for fortnightly collaboration sessions so that self-assessment can be built into the collaborative process;
- being creative in the ways we encourage students, staff and community members to participate in opportunities for feedback;
- building the capacity of school leaders to engage in more effective logic modelling, linked to our Strategic Improvement Plan 2021-2024, which outlines clear improvement measures and how they will be evaluated in regular intervals (5 weekly cycles, potentially). This will ensure that effective planning, monitoring and reporting can take place effectively.

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 AP Instructional Leadership Model K-6 K-6 Writing Program with evidence of implementation L3 Reading Professional learning with evidence of implementation	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS- 0.515 FTE) (\$0.00)• Early action for success (1.0 FTE) (\$0.00)• Professional Learning (\$0.00)

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.	Funding Sources: • NA (\$0.00)

Next Steps

The Grange Public School will embed a culture where staff use a variety of student assessment measures to meet the educational needs of students.

Next steps to be included in the 2021-2024 School Improvement Plan (SIP) includes:

- Designing and delivering high-quality formal assessment tasks in literacy and numeracy to develop standards of performance against the syllabus.
- Using assessment to provide students with learning opportunities to reflect on their progress and inform future learning goals.
- Building the capacity of staff to make student assessment a part of everyday practice in reading and numeracy instruction.

The Grange Public School will build a culture where data is used to inform teaching and learning.

Next steps to be included in the 2021-2024 School Improvement Plan (SIP) includes:

- Regularly dedicating time in collaborative planning sessions to use data effectively to inform teaching and learning in reading and numeracy.
- Expertly using student assessment data to reflect on teaching effectiveness and provide individualised and responsive learning opportunities.
- Collect meaningful internal data to monitor student growth and attainment in reading and numeracy across the year.

The Grange Public School will embed effective collaborative practices which are focused on improving teaching quality.

Next steps to be included in the 2021-2024 School Improvement Plan (SIP) includes:

- Regularly scheduling collaboration sessions where staff will work alongside colleagues to plan, develop and refine teaching and learning programs in literacy and numeracy.
- Developing a process for structured lesson observations that focuses on how teacher expertise and effective practice impact student learning.
- Participating in professional learning across networks and contexts to share and gain expertise in evidence-based teaching practices.

The school leadership team sustains a culture of evidence-based teaching and high impact professional learning to drive ongoing improvement.

Next steps to be included in the 2021-2024 School Improvement Plan (SIP) includes:

- Developing the capacity of instructional leaders to drive a strong focus on evidence-based teaching and ongoing improvement.
- Establishing a professional learning community and provide opportunities for collaborative decision-making around class, stage and whole school data to establish a collective responsibility for whole-school improvement.

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 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)
<ul style="list-style-type: none">• Playground and classroom walkthrough audits to identify key areas for improvement.• Staff professional learning on Trauma-informed practices• 4 Day professional learning course- Berry Street Education Model Research and implementation into the use of Zones of Regulation.• Revised and updated the School Wellbeing Procedures, including the achievement and merit system.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$0.00)• Socio-economic background (\$0.00)• Aboriginal background loading (\$0.00)• Integration funding support (\$0.00)

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)
<ul style="list-style-type: none">• Strengthened the Learning and Support Team systems and practices• Implement PLP's and IEP's to support student needs Implemented wellbeing initiatives/ projects to support social and emotional regulation for	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$0.00)• Integration funding support (\$0.00)

Progress towards achieving improvement measures

students k-6

- Utilised outside agencies to support student needs in partnership with the Community Liaison Officer and enhance teaching practices
- Worked in partnership with the local high schools and preschools to facilitate effective transition programs
- Whole School Wellbeing programs, interventions and initiatives implemented K-6

- Low level adjustment for disability (\$0.00)
- Aboriginal background loading (\$0.00)

Next Steps

The Grange Public School is committed to building a culture where teachers have high expectations of their students by knowing them well, valuing them as learners, and understanding how to support their learning.

Next steps to be included in the 2021-2024 School Improvement Plan (SIP) includes:

- Challenging all students to learn new things by developing a whole school approach to visible learning.
- Building teacher capacity to guide and support students towards meeting expectations through clear and specific feedback.
- Providing opportunities for students to progress towards mastery of concepts through modelled, guided and independent practice.
- Engaging with parents and carers to inform and achieve high expectations of their children across all areas of school life.

The Grange Public School is focused on developing the capacity of staff to build quality relationships with each of their students to foster a safe, positive and stimulating learning environment.

Next steps to be included in the 2021-2024 School Improvement Plan (SIP) includes:

- Establishing clear and consistent expectations for learning behaviours, making connections between student effort and improved performance.
- Developing high-quality student-teacher relationships through Positive Education Models.
- Supporting student engagement in learning through evidenced-based practices such as the Berry Street Educational Model (BSEM) and Positive Behaviour for Learning (PBL).

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

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.

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)
<ul style="list-style-type: none">• Strengthened school social media platforms (newsletter/ Skoolbag) to ensure timely and effective communication for parents and carers. The school utilised these resources throughout homeschooling to ensure parent/ carer information was clearly communicated to families.• Implemented dojo/ seesaw/ google classrooms to strengthen parent engagement in student learning. This was highly effective during COVID-19 homeschooling.• Media platforms were also used to inform parents/ carers about teaching and learning practices in classrooms K-6.	

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)
<ul style="list-style-type: none">• Parents/ carers were consulted throughout 2020 using TTFM and online google surveys to ensure our parents were informed about the school plans and directions. Additionally, families were updated through the P&C and school newsletters.• Community Liason Officer to strengthen and support community partnerships.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$0.00)

Next steps to be included in the 2021-2024 School Improvement Plan (SIP) includes:

- Ensuring that parents and carers are provided with detailed and specific information regarding student achievement across the curriculum.
- Continuing to regularly engage with parents and carers, working in partnership with them to discuss student achievement.
- Drawing upon the skills and expertise of the Community Liaison Officer to meet the individual needs of students, staff and parents and the broader school community.
- Maximising the use of the school's physical facilities by utilising spaces flexibly to host community language schools, wellbeing services, external therapeutic interventions, parent workshops and support groups, after school sporting programs and community playgroups.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$46 730.00) 	<ul style="list-style-type: none"> The Aboriginal and Torres-Strait Islander team consult the Aboriginal Education Policy and is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. Aboriginal funding is used to build a strong connection to country and understanding of culture for our indigenous students and to build awareness for non-indigenous students. It is also used for SLSO support for ATSI students in classrooms which supports students to achieve their individual PLP and IEP goals. Aboriginal funding was utilised to employ an SLSO for small group interventions to support students growth and attainment across the curriculum. The school employs a CLO drawing upon their skills and expertise to meet the individual needs of students, staff and parents and the broader school community. The CLO ensures families and students are connected to the most appropriate wellbeing services, external therapeutic interventions, parent workshops and support groups, after school sporting programs and community playgroups to ensure students are supported to achieve across all areas of the curriculum.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (0.6 FTE) (\$0.00) English language proficiency Flexible Funding (\$50 232.00) 	<ul style="list-style-type: none"> The EALD Teacher and Learning and Support Team ensure that they consult the Multicultural Education Policy to meet the educational needs of all students at TGPS. TGPS provides programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. The school utilised the 0.6 FTE allocation and 0.2 (flexible funding) to support the needs of our EALD students K-6. Students were provided with small group and whole class tuition to improve and support their English language proficiency. The EALD teacher works with teachers during weekly collaboration. Engaging in professional learning to support our whole school student growth an attainment goals. SLSO intervention support (Mini-Lit and Multi-Lit)
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (1.0FTE) (\$0.00) Low level adjustment for disability (\$44 267.00) 	<ul style="list-style-type: none"> The LAST ensures that they support all students to access the curriculum in all areas. They consult and review the Disability Standards when devising educational programs. This is achieved by making reasonable adjustments to suit each individual student's educational needs and includes any reasonable adjustments to the learning program or to the school's physical environment - and the provision of additional support - to assist each student to fulfil his or

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (1.0FTE) (\$0.00) • Low level adjustment for disability (\$44 267.00) 	<p>her potential.</p> <ul style="list-style-type: none"> • The learning environment and the school's capacity to respond to student need is enhanced through the utilisation of a Learning and Support teacher (LAST). • Staff are supported to differentiate teaching and learning within their classrooms which supports individual student improvement in literacy and numeracy • Staff are supported in classrooms to use evidence-based teaching strategies to cater for children with individual learning needs. Additionally, teachers work in partnership with the LST and families to implement BSP's and IEPs. This support allows our students to regulate emotions, utilise behaviour strategies and access the curriculum successfully. • At The Grange Public School, we care about our community and ensure our school resources are directed to ensure that all students and families are known, valued and cared for. As a result, the school employs a CLO (0.4 FTE) drawing upon their skills and expertise to meet the individual needs of students, staff and parents and the broader school community. • Additionally, the CLO maximises the use of the school's physical facilities by utilising spaces flexibly to host community language schools, wellbeing services, external therapeutic interventions, parent workshops and support groups, after school sporting programs and community playgroups. • Socioeconomic funding strengthens partnerships between our school, families and community organisations. Funds are 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 is 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 ensures an increased level of students' participation and engagement in learning and supports continuous improvement in student achievement through the development, implementation and evaluation of Individual Learning Plans.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS- FTE: 0.515) (\$0.00) 	<ul style="list-style-type: none"> • Provided Instructional Leadership opportunities to all AP's Terms 1-4. This supports the professional growth of teachers in the areas of literacy and numeracy. • Developed teaching expertise and practice in the area of reading and writing using quality teaching and learning practices. Strong collaboration is utilised throughout the year focusing on evidence-based research to improve reading and numeracy practices K-6. • Co-Planning, Co-Teaching, Co-Evaluating is used to model, guide and support teaching and learning in reading and numeracy. • The leadership team monitor whole school

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS- FTE: 0.515) (\$0.00) 	<p>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.</p> <ul style="list-style-type: none"> • 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.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (Flexible) (\$110 107.00) • Socio-economic background (0.3 FTE) (\$0.00) 	<ul style="list-style-type: none"> • The school utilises the 0.3 FTE allocation to support the school's wellbeing initiatives to increase student engagement and ensure all children have equal access to the curriculum. • Individualized and small group wellbeing initiatives are implemented to allow children to re-engage successfully in the curriculum. This allocation is also used to drive the school's strategic directions. • Students are provided with individualised support using evidence-based practices such as Zones of Regulation and Berry Street Trauma-Informed Practices. • Teachers are provided with coaching and mentoring to assist will student engagement and classroom management.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$4 375.00) 	<ul style="list-style-type: none"> • The school utilises its beginning teacher funding to support the beginning teacher's induction and professional development, guided by the Australian Professional Standards for Teachers. • Beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school. • Mentoring structures and collaborative practices support beginning teachers within the school to support classroom observation and provide structured feedback. • Beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and relationships with parents and caregivers.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (0.2 FTE) (\$0.00) 	<ul style="list-style-type: none"> • The new arrival students are supported with individualised, small group and whole school teaching instruction. • New enrolments are tracked through ERN, EALD progressions and data collection systems. • The funding is used to employ an EALD teacher 0.2 which assists students language acquisition and development. • Student progress is monitored on the EALD learning progressions. • All students are provided with a modified report to report on student progress to families.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	150	159	165	154
Girls	141	140	155	160

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	92	88.4	90.3
1	91.6	88.5	89.8	91
2	90.7	91.1	89.9	93
3	92.1	92.4	88.7	90.8
4	93.1	90.7	90.8	92.2
5	91.5	91.4	91.4	92.5
6	89.8	91.4	89.5	91.1
All Years	91.7	91	89.8	91.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	10.82
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	0.6
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	446,177
Revenue	3,369,373
Appropriation	3,298,701
Sale of Goods and Services	6,139
Grants and contributions	63,595
Investment income	838
Other revenue	100
Expenses	-3,268,225
Employee related	-2,960,987
Operating expenses	-307,238
Surplus / deficit for the year	101,147
Closing Balance	547,324

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.

	2020 Approved SBA (\$)
Targeted Total	95,147
Equity Total	459,165
Equity - Aboriginal	46,730
Equity - Socio-economic	142,922
Equity - Language	115,863
Equity - Disability	153,651
Base Total	2,234,113
Base - Per Capita	76,961
Base - Location	0
Base - Other	2,157,152
Other Total	328,354
Grand Total	3,116,779

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent Feedback and Reflections

Parent feedback was sought through online surveys such as TTFM, due to COVID restrictions.

Strengths:

- * Parents feel welcomed at the school (school 7.6- NSW Government Norm-7.4)
- * Parents are informed (school 7.1- NSW Government Norm- 6.6)
- * Parents support learning at home (school 7.1- NSW Government Norm- 6.3)
- * The school supports learning (school 7.4- NSW Government Norm- 7.3)
- * The school supports positive behaviour (school 8.0- NSW Government Norm- 7.7)
- * Safety at school (school 7.5- NSW Government Norm- 7.4)
- * The Grange is viewed as an inclusive school (school 7.2- NSW Government Norm- 6.7)
- * 96% of parents believe the school is well maintained
- * 96% of parents believe the physical environment is welcoming
- * 96% of parents have enrolled their child at their first choice public school

Opportunities for improvement:

- * Involving parents in school committees (These results were largely impacted by COVID-19).
- * Involving parents regularly in their child /s education.

Student Feedback and Reflections

Student feedback was sought through online surveys such as TTFM.

Strengths:

- * Advocacy at school (school 7.6- NSW Government Norm- 7.7)
- * Positive teacher-student relationships (school 8.2- NSW Government Norm- 8.4)
- * Positive learning climate (school 7.1 - NSW Government Norm- 7.2)
- * Expectations for success (school 8.4 - NSW Government Norm- 8.7)
- * 95% of students feel positive about their culture
- * 80% of children feel proud of their school, 20% Neither agree or disagree

Opportunities for Improvement:

- * Students with a positive sense of belonging (school 62%- NSW Government Norm- 81%)
- * Students value schooling outcomes (school 88%- NSW Government Norm- 96%)
- * Students with a positive growth mindset (students set challenging goals for themselves in their schoolwork and aim to do their best.

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.