

2021 Annual Report

Grenfell Public School



2082

Introduction

The Annual Report for 2021 is provided to the community of Grenfell Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

The Grenfell Public School community instills high expectations for learning and is committed to continuous improvement using the values of *respect*, *responsibility* and *resilience*.

School context

Grenfell Public School is a K-6 school located on Wiradjuri country with a current population of 172. There are 13% Torres Strait Islander and Aboriginal students and 1% of students have English as a Second Language. All students participate in events such as reconciliation day, NAIDOC week, Anzac day and community activities. Grenfell Public School embodies the values of 'respectful, responsible and resilient learners' and we partner with our whole school community in the pursuit of instilling these values.

Currently the school has one Principal, two Assistant Principals, 7 classroom teachers, a release teacher, Learning and Support Teacher, Literacy and Numeracy teacher, librarian, kitchen /garden and STEM teacher. There are five School Learning Support Officers across K-6 who support students with additional needs. There is a commitment to have all staff trained in the Stronger Smarter pedagogy by 2024. The school has access to a School Counselor one day per week.

Grenfell is a small rural town situated in the Central West of NSW in between the towns of Young, Cowra and Forbes. Much of Grenfell's productivity comes from the farming industry within the shire. Cropping, livestock and small rural businesses dominate much of this aspect of our community. Grenfell is the birthplace of the famous poet Henry Lawson, it is a picturesque town, steeped in history. Located in the Weddin Shire, the area has a population of approximately 3600 people. It is also a community whose friendliness and family focus makes it an attractive place to live, work and offers a high quality of life.

Grenfell Public School enjoys a high profile within the community participating in local cultural and sporting events. The Henry Lawson Festival is a key event in the school calendar where students participate in poetry recitation or a play performance in alternating years, as well as, participating in a street parade. Our reputation is founded on the delivering of quality education and developing the individual talents, interests and abilities of our students.

Our school has an active Student Representative Council from years 3-6 (including our school captains) who lead activities and are involved in fundraising opportunities to support local, regional and national causes. Our students participate in extra curricular activities which include marimbas, debating, public speaking and many sporting activities locally and at representative levels.

The school is set amid ten acres of well maintained, park-like grounds and gardens. Our students and staff enjoy well-resourced classrooms offering programs such as STEM and Kitchen/Garden. The active Parents and Citizens Association (P&C) supports school programs and provides additional funding for school resources. The school has alliances with our local Rotary, Lions, Grenfell Food Hall and Charles Sturt University - Future Moves program.

A comprehensive situational analysis has been conducted which led to the development of the 2021 - 2024 Strategic Improvement Plan, which involved consultation with students, staff and parents. Through our situational analysis, our data indicated an integrated approach of explicit teaching, curriculum planning, and data analysis is required to increase student achievement in Reading and Numeracy. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success. In order to move forward our aim is to strengthen the culture of continuous improvement and work together with all stakeholders to achieve a common sense of wellbeing and achievement for all. Professional practice is continually addressed to drive our journey into excellence. Future considerations from this include building, systems that include collaboration, connection with experts and team building where we are working smarter and not harder.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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>

* Revise and evaluate Implementation and Progress Monitoring (IPMs) processes twice per term to support the implementation of the 2021-24 SIP activities that provides clarity of school priorities for professional learning

* Regular use of SPaRO to record and upload evidence (including analysis of and annotation) against activities and practices in the SIP

* Using the Reflect and Reset as part of the Annual Reflection process to support future planning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve learning outcomes in numeracy and reading, we will use an integrated approach of explicit teaching, curriculum planning, and data analysis to promote learning excellence and responsiveness in meeting the needs of all our students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Growth and Attainment

Resources allocated to this strategic direction

6100 Operational: \$15,694.77
6101 Operational: \$2,426.00
Socio-economic background: \$37,912.00
Integration funding support: \$74,453.00
Low level adjustment for disability: \$118,010.00
English language proficiency: \$1,200.00
QTSS release: \$9,455.00
Literacy and numeracy: \$2,813.00
Literacy and numeracy intervention: \$7,848.00
Professional learning: \$370.00
Location: \$11,739.00
6300 School and Community: \$5,823.90
Aboriginal background: \$3,236.22
Per capita: \$14,572.00

Summary of progress

Throughout 2021 a focus towards improved learning outcomes in Literacy and Numeracy was prioritised. Reading and Additive Strategies were a particular focus across K-6.

Classroom teachers were supported to include explicit teaching practices in their planning, effective use of DATA sources were used to enable evidence informed teaching.

There has been a significant shift out of the bottom bands for year 5 in all domains. 12% of students are working beyond band 7.

Professional dialogue and support on explicit teaching practices and data analysis was a focus for all classroom teachers. Evidence of student growth was plotted using a Department of Education online assessment tool to inform future directions of student learning and teacher practice.

Feedback from teachers indicates there is greater clarity around analysing and using school data and online assessment tools to drive student growth and attainment.

Learning and support systems across the school continue to provide direct support to students with additional learning and support needs along with targeted students to maximise learning opportunities.

The next steps will be to support and improve growth in reading and numeracy through targeted intervention with an identified focus towards vocabulary development.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>Numeracy:</p> <ul style="list-style-type: none"> • Increase the number of students achieving the top two bands to 33.7% (upper bound negotiated target) • An uplift in the percentage of ATSI students achieving Top 3 bands for NAPLAN from the 2019 SCOUT attainment in numeracy 	<ul style="list-style-type: none"> • The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 21.05% and indicates progress towards the system negotiated target. • There was an uplift of Aboriginal students who have achieved in the top 3 NAPLAN bands in numeracy. Individual student progress is reported directly to parents and carers throughout the year.
<p>Literacy:</p> <ul style="list-style-type: none"> • Increase the number of students achieving the top two bands to 43.1% (upper bound negotiated target) • An uplift in the percentage of ATSI students achieving Top 3 bands for NAPLAN from the 2019 SCOUT attainment in reading 	<ul style="list-style-type: none"> • 21.05% of students are in the top two skill bands (NAPLAN) for reading indicating progress toward the annual progress measure. • The proportional of Aboriginal students achieving top bands in reading has increased. Individual student progress is reported directly to parents and carers throughout the year. • The proportion of Year 5 students achieving expected growth in NAPLAN reading is 53.85% which is working towards the system negotiated target.
<p>GROWTH</p> <p>Numeracy</p> <ul style="list-style-type: none"> • More than 63% of students achieved expected growth - NAPLAN numeracy <p>Literacy</p> <ul style="list-style-type: none"> • More than 67% of students achieved expected growth - NAPLAN reading 	<p>Numeracy</p> <ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy was 61.54 % which is above the agreed lower bound of 60% but slightly below Grenfell Public School's expected trajectory. <p>Literacy</p> <ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN reading has decreased marginally and the results remain underneath our target of 67%
<p>Improvement as measured by the school Excellence Framework:</p> <p>Learning:</p> <p>Student Performance Measures are progressing towards Sustaining and Growing.</p> <p>Learning Culture, Curriculum, Assessment and reporting are progressing towards Excelling.</p> <p>Teaching:</p> <p>Effective Classroom Practice are progressing towards Excelling.</p> <p>Data Skills and use, Professional Standards, Learning and development are validated at Sustaining and Growing.</p>	<p>Learning</p> <ul style="list-style-type: none"> • Student Performance Measures were validated at Sustaining and Growing after External Validation. • Learning Culture, Curriculum, Assessment and reporting are validated at Sustaining and Growing <p>Teaching</p> <ul style="list-style-type: none"> • Effective Classroom Practice was validated at Sustaining and Growing • Data Skills and use remains at Delivering. • Professional Standards, Learning and Development were validated at Sustaining and Growing.



Strategic Direction 2: SD 2 Culture of Continuous Improvement

Purpose

The school instils a culture of continuous improvement through practices that promotes social, emotional, behavioural and intellectual engagement and by fostering positive relationships across the school community so that our students thrive, succeed, connect and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations for Continuous Improvement

Resources allocated to this strategic direction

Aboriginal background: \$10,310.72

Professional learning: \$9,075.00

6100 Operational: \$64,301.00

Socio-economic background: \$11,981.00

Integration funding support: \$74,453.00

Low level adjustment for disability: \$17,104.00

English language proficiency: \$1,200.00

School support allocation (principal support): \$13,605.00

6101 Operational: \$2,926.00

Literacy and numeracy intervention: \$7,848.33

QTSS release: \$9,455.00

Summary of progress

A focus on continuous improvement across the school included increasing the number of staff trained in Stronger Smarter, building and embedding a whole school approach on student well being and engagement and strengthening communication systems. In Term One an additional three staff were trained in Stronger Smarter with elements of the program embedded across the school, with further implementation to occur in 2022.

A change in staff will result in a renewed focus on further learning for Positive Behaviour for learning in 2022 to strengthen the program across K-6 and embed practices.

Communication systems have been enhanced to support the development of positive relationships, with all classroom teachers using the See Saw app from Term One as a form of communication with parents. The Sentral parent portal app was introduced in Term Two with an increasing number of parents now connected through this system. This has resulted in improved monitoring of student attendance. The value and importance of this was highlighted during Term three where our communication was integral in the support of all students and their families during home learning.

Our students sense of belonging continues to be a focus and with consideration of this our next steps will include the strengthening of student/teacher relationships

All Aboriginal students now have an Aboriginal Learning Pathway in consultation with parents, and Stronger Smarter strategies are embedded in classroom practice. Continued staff development across Aboriginal perspectives will be a focus in 2022 to ensure they are embedded across whole school practices and inclusive of all cultural groups.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tell Them From Me: Increase sense of advocacy to 84%	Tell Them From Me: <ul style="list-style-type: none">• 85.25% increase in advocacy at school• 6.72% increase in expectation for success• 74% increase in sense of belonging

<p>Increase Expectation for success to 96%</p> <p>Increase sense of belonging to 74%</p> <p>Attendance:</p> <p>Increase the attendance rate of students attending >90 to 88.1%</p> <p>Increase the overall attendance rate to 93%</p> <p>Positive Behaviour for Learning:</p> <p>Decrease amount of major incidents by 9%</p> <p>Decrease the amount of minor incidents by 4%</p> <p>Increase the percentage of staff trained in Stronger Smarter from 39% to 56%</p>	<p>Attendance:</p> <ul style="list-style-type: none"> • The number of students attending greater than 90% or more of the time or more has increased by 6.92%. • Whole school attendance rate for 2021 is 94.2% <p>Positive Behaviour for Learning:</p> <ul style="list-style-type: none"> • The number of major incidents has decreased by 15.2% • The number of minor incidents has decreased by 40.3% • Increase to 66% of staff trained Stronger Smarter
<p>Improvement as measured by the school Excellence Framework:</p> <p>Learning:</p> <p>Student Performance Measures are validated at Delivering.</p> <p>Learning Culture, Curriculum, Assessment and reporting are validated at Sustaining and Growing.</p> <p>Teaching:</p> <p>Effective Classroom Practice are validated at Sustaining and Growing.</p> <p>Data Skills and use, Professional Standards, Learning and development are validated at Delivering.</p>	<p>Learning</p> <p>Student performance measures have been externally validated at Sustaining and Growing.</p> <p>Learning Culture, Curriculum, Assessment and Reporting are validated at Sustaining and Growing.</p> <p>Teaching</p> <p>Effective Classroom Practice, Professional Standards and Learning and Development have been externally validated at Sustaining and Growing.</p> <p>Data Skills and use have been externally validated at Delivering.</p>



Stage 3 students

Strategic Direction 3: SD 3 Professional Practice

Purpose

Professional practice is continually addressed to drive our journey into excellence. It is planned, targeted and evaluated through explicit systems of collaboration, feedback and mentoring.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professionalism

Resources allocated to this strategic direction

Professional learning: \$13,200.00

QTSS release: \$9,455.00

Location: \$58,070.00

Beginning teacher support: \$14,484.00

Literacy and numeracy intervention: \$7,848.33

Socio-economic background: \$1,681.00

6100 Operational: \$1,100.00

Per capita: \$22,504.21

Summary of progress

In 2021 the focus on professional practice has aimed to promote a whole school approach and a culture of collaboration towards evidence-based teaching strategies and building teacher capacity to teach and lead.

All teachers have completed Professional Development Plans that identify professional needs to build their teaching capacity and to implement the directions of the School Plan. All classroom teachers have engaged with an expert teacher with the use of Quality Teaching and Successful Students (QTSS) school funds to develop their understanding of evidence-based teaching and learning of 'Understanding Texts and Creating Text's (reading and writing). This included the moderation of student writing samples to achieve consistency in teacher judgement and an agreed understanding for reading benchmarks of achievement. Feedback from teachers has indicated an increased understanding, collaboration, and improved classroom practice in the learning cycle.

In Semester Two, teachers embraced professional Learning in Numeracy in preparation for the new syllabus in 2023 for K-2 students and 2024 for 3-6 students. Teachers have responded with increased professional dialogue, investigation and early implementation of evidenced-based practice related to the new syllabus.

The process of the External Validation of our school's practices and culture was inclusive of all staff. This collaboration of teachers and school leaders resulted in validation of our work, acknowledgement of the school's practices and identified directions for improvement for the next four years.

The professional program, Leading Evaluation, Evidence and Data (LEED) for our executive staff has enriched their understanding and practice in whole school evaluation, evidence and data. This program will continue in 2022 to enable further reflection of the school's practices.

In line with future directions identified in Strategic Direction One and Two, Professional Practice will continue to address the needs of teachers to meet their professional needs and those of the School Plan 2022. The intention is to further embed professional practice, from this leading to improved teacher capacity for teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SEF - Teaching Learning and Development • Trending from Delivering to	Effective Classroom Practice- Explicit Teaching • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of

<p>Sustaining and Growing in the theme Collaborative practice and feedback so that Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p>	<p>Collaborative practice and feedback.</p>
<p>SEF - Teaching Learning and Development</p> <ul style="list-style-type: none"> • Trending from Delivering to Sustaining and Growing in the theme of Professional Learning so that Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of Professional Learning.</p>



Staff professional learning- CPR

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$148,906.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grenfell Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment • High Expectations for Continuous Improvement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms. Individual learning plans were written during initial planning meetings in conjunction with parents, class teachers and learning support team. Eighty seven per cent of parents contributed. Additional funding was gained through completing student Access Requests for students with identified needs. Effective timetabling maximised student learning time.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Individual Learning Plan reviews to ensure funding is used to specifically address each student's support needs. Analysis of data indicates that literacy requires continued focus in 2022 and beyond, to show a positive impact on student learning and closing the gaps. A continued focus on data analysis and regular monitoring and review of the data wall will also be a focus in 2022.</p>
<p>Socio-economic background</p> <p>\$51,574.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grenfell Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment • High Expectations for Continuous Improvement • Professionalism <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing supplementation to implement QTSS, RFF to support identified students with additional needs • professional development of staff through Autism and Hearing training to support student learning • employment of additional staff to support Literacy and Numeracy program implementation. • employment of additional staff to support STEM/Kitchen/Garden program implementation. • employment of additional School Learning Support Officers to supplement Integration students. • resourcing to increase equitability of resources and services • supplementation of extra-curricular activities

<p>Socio-economic background</p> <p>\$51,574.00</p>	<p>The allocation of this funding has resulted in: NAPLAN RESULTS indicate: Numeracy NAPLAN results were above state and Statistically Similar School Groups (SSSG) Year 5 demonstrated a major lift in Writing from a raw score 437 in 2019 to 511.7 in 2021 Year 5 Reading 12.01 points above SSSG Year 5 Writing 29.43 points above State and 39.97 points above SSSG schools. Year 5 Spelling 7.9 points above State and 22.07 points above SSSG schools. Year 5 Grammar and Punctuation 14.12 points above SSSG Year 5 Numeracy 11.59 points above SSSG Year 3 Numeracy 5.85 points above SSSG</p> <p>Professional development has supported students in the development of Literacy and Numeracy, as well as Autism and Hearing. Professional Learning led to improved staff capacity to support student learning</p> <p>Employment of additional staff to lead Literacy and Numeracy to improve staff capacity and support student learning in Literacy and Numeracy. The STEM/Kitchen/Garden program has supported students Literacy/Numeracy and PD/H PE outcomes</p> <p>Tell Them From Me Data indicates that the sense of belonging went from 71% to 56% this year. Student attendance continues to be maintained at consistently high level at 94.1%. Students attending 90% of the time remains high at 82.7% This is significantly higher than State, Network and SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$13,546.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grenfell Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations for Continuous Improvement • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Increase the number of staff engaging in Stronger Smarter training <p>The allocation of this funding has resulted in: Three staff undertaking Stronger Smarter training resulting in the majority of current staff having completed this training. There is evidence of the inclusion of Stronger Smarter check-in and check-outs in staff meeting minutes. Most classroom teachers are completing each day, with students meeting high expectations, demonstrating a greater sense of belonging and understanding of Aboriginal culture. NAIDOC day was celebrated in school honouring Aboriginal culture. An increase in Aboriginal families were engaged the Personalised Learning Pathways process. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Aboriginal background</p> <p>\$13,546.94</p>	<p>funding will be: Consider how we can formally recognise the inclusion of Stronger Smarter strategies within the classroom. Continue to have GPS staff trained in Stronger Smarter and provide opportunities for surrounding schools to participate in training. We will complete our Reconciliation Action Plan and Aboriginal Culture and Histories training for all staff.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Grenfell Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment • High Expectations for Continuous Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Student progress showing high growth on the EAL/D learning progressions, with 100% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Students individualised learning plans were compiled.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners and to transfer this practice across all key learning areas (KLAs). Increase the number of connections with family and community through celebrating special days at school.</p>
<p>Low level adjustment for disability</p> <p>\$135,114.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Grenfell Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment • High Expectations for Continuous Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have increased to sustaining and growing from years 5-7. The school embedded a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Our data clearly shows that as a school we are implementing change around improved practice in literacy, with staff dedicated to improving classroom practices using mentoring and improved data literacy.</p>

<p>Low level adjustment for disability</p> <p>\$135,114.00</p>	<p>Students have been targeted and benchmarks established for identified students at risk in the areas of literacy through data analysis of progression achievements, bench-marking, internal and external assessments, annotated work samples and high level collegial discussion including classroom observations.</p> <p>The steps in place to improve literacy teaching across the school included strong collegial mentoring, using the reading strategy to plan future development for staff around planning, programming and classroom practice. Regular sessions were incorporated in the school timetable for all staff K-6 to access this support.</p> <p>Individual learning plans for all students with additional needs were written during initial planning meetings in conjunction with parents, class teachers and learning support team. Eighty seven per cent of parents contributed. Analysis of data indicates that a strong focus on literacy needs to be continued in 2022 and beyond, to show a positive impact on student learning and closing the equity gaps.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further build data literacy, PLP development and daily classroom practices in literacy, with a strong focus on areas including reciprocal reading and the explicit teaching of Super Six Comprehension Strategies.</p> <p>The continuation of programs such as Kitchen Garden and STEM, fluency focus, implementation and evaluation of internal and external data continues to be a priority K-6.</p> <p>The success of the mentoring program has warranted continued implementation in 2022, with an intensified focus on classroom of observation and teaching practice.</p>
<p>Location</p> <p>\$69,809.00</p>	<p>The location funding allocation is provided to Grenfell Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment • Professionalism <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for additional programs such as Literacy and Numeracy mentoring for staff, STEM, Kitchen/Garden • technology resources to increase student engagement <p>The allocation of this funding has resulted in: staff dedicated to improving classroom practices using mentoring and improved data literacy. More detailed individual plans for identified students particularly equity groups and integration funded students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$2,813.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Grenfell Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment

<p>Literacy and numeracy</p> <p>\$2,813.00</p>	<ul style="list-style-type: none"> resources to support the quality teaching of literacy and numeracy updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: students have been targeted and benchmarks established for identified students at risk in the areas of literacy through data analysis of progression achievements, bench-marking, internal and external assessments, annotated work samples and high level collegial discussion including classroom observations.</p> <p>After evaluation, the next steps to support our students with this funding will be: review current reading and numeracy strategies to align with new K-2 English Syllabus. Investigate the use of the PAIR program to engage parents in students schooling. look at decodable texts to maximize student learning outcomes in reading.</p>
<p>QTSS release</p> <p>\$28,365.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grenfell Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Student Growth and Attainment High Expectations for Continuous Improvement Professionalism <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ a specialist to lead improvement in literacy and numeracy. Continue to provide teachers with opportunities to observe colleagues and be observed to improve teacher quality.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.66</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Grenfell Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Student Growth and Attainment High Expectations for Continuous Improvement Professionalism <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices for K-2, but the school extended to 3-6. implementation of literacy and numeracy strategies to support targeted intervention for K-6 students at point of need, in line with identified targets outlined in the School Improvement Plan

<p>Literacy and numeracy intervention</p> <p>\$23,544.66</p>	<ul style="list-style-type: none"> • employment of kitchen garden teacher to provide support for students requiring additional support focusing on literacy and numeracy in kitchen and garden lessons. <p>The allocation of this funding has resulted in: Internal data showed growth for K-2. High growth in the area of Writing is evident and the focus will be on Reading in 2022 76% of students in year 3 are in the top 3 bands. 94% of students are in the top 3 bands.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued focus on aligning K-2 syllabus and use of decodables in the K-2 classrooms with a focus on phonics ensure that teachers select appropriate texts and articulate their reasons and purpose. Maintain internal and external writing results and focus in 2022.</p>
<p>COVID ILSP</p> <p>\$89,483.16</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: small group tuition for 40 students. The majority of the students in the program achieving progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the literacy and numeracy program into 2022 and regularly monitor students in class, with a focus on the students in the NAPLAN middle bands.</p>



Super Heroes at Grenfell Public School

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	90	89	81	86
Girls	70	72	71	78

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	94	94.9	95.1
1	93.4	95.9	95.1	94.9
2	95.4	92.9	95.6	92.8
3	94.9	92.8	93.3	95.2
4	93.4	91.5	94.2	91.6
5	93.1	93.3	95.5	92.7
6	90.5	90.6	95.5	92.7
All Years	93.3	92.8	94.8	93.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	2
Classroom Teacher(s)	5.85
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.22

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Colour Run

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	337,054
Revenue	2,143,400
Appropriation	2,103,654
Sale of Goods and Services	720
Grants and contributions	38,068
Investment income	384
Other revenue	575
Expenses	-2,269,622
Employee related	-2,057,290
Operating expenses	-212,332
Surplus / deficit for the year	-126,222
Closing Balance	210,832

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.

	2021 SBAR Adjustments (\$)
Targeted Total	111,727
Equity Total	201,868
Equity - Aboriginal	12,779
Equity - Socio-economic	51,575
Equity - Language	2,400
Equity - Disability	135,114
Base Total	1,526,747
Base - Per Capita	37,471
Base - Location	70,012
Base - Other	1,419,265
Other Total	98,915
Grand Total	1,939,257

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.



Parent/caregiver, student, teacher satisfaction

In 2021, the school used the Tell Them From Me Surveys to gain insight into the views and opinions of as many parents, students and teachers as possible. The results provided valuable information to assess both the levels of satisfaction with the current programs and operation of the school, and future directions for the 2021-2024 School Plan.

Student Survey:

Students from Year 4 to 6 completed both snapshots of the Tell Them From Me survey in May then November 2021. Student feedback indicated that 85% had Advocacy at school which had increased from 57% in 2020. 97% of students felt that they had Expectations for Success at school. Year 6 results were higher than both the state and similar school groups. Students sense of belonging experienced a decline which was attributed to the disruptions during home learning and uncertainty of Covid 19.

In the area of Social-emotional Outcomes, student participation in sport was higher than the government norm in March in years 4 and 5. The overall school mean was 72% with girls scoring higher than boys 72% of students have friends at school they can trust and who encourage them to make positive choices which strengthened throughout the year to 84% with girls being very strong at 93%.

Aboriginal Students who feel good about my culture increased from 30% to 80%.

Areas of Development

- Student sense of Belonging and connectedness within the school will be a focus in 2022.

Parent Survey:

All parents and caregivers are invited to complete the 'Partners in Learning' survey. Some results are recorded as a percentage. Remaining results were recorded on a 10-point scale, with 0 being strong disagreement, 5 indicating a neutral response and 10 being strong agreement. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment

100% parents surveyed have talked with a teacher about child's learning or behaviour.

67% of parents surveyed have attended two or more meetings with teachers.

47% of parents surveyed were involved in school committees

7.0 out of 10.0 Parents believe teachers have high expectations for my child to succeed. 8.0 out of 10.0 Teachers show an interest in my child's learning. 7.2 out of 10.0 Teachers expect my child to work hard.

School supports positive behaviour

6.6 out of 10.0 parents believe that behaviour issues are dealt with in a timely manner. 8.4 out of 10.0 parents believe that my child feels safe at school. 8.6 out of 10.0 parents are confident my child feels safe going to and from school.

Inclusive school

70 % of parents surveyed have provided input into school planning, 50% development and review of policies

93% of parents surveyed stated students are enrolled in their first choice of public school

86% of parents surveyed stated that the school helps students with disability or special needs to feel welcome.

Area of development

- Continue to improve two way communication.
- Informing parents of positive behaviours and individual good news stories

Teachers survey:

The Focus on Learning Survey is a self-evaluation tool for teachers. Of these responses:

76% teachers at the school indicated that they felt well supported in their roles by executive staff. School leaders have helped establish challenging and visible learning goals for students. 93% of teachers are effective and provide feedback for students to improve their learning. 86% of teachers set high expectations for learning.

Teachers scored parent involvement overall at 6.3 out of 10.0

54% of teacher agree or strongly agree that School leaders are leading improvement and change.

82% of teachers agree that there is a sense of belonging for students

73% of teachers agree that they are confident in their capacity to meet the needs of Aboriginal students and have the knowledge required to engage with students on Aboriginal culture and histories.and 91% of teachers agree that the school is a welcoming and culturally safe place for all students.

82% of teachers have the skills and confidence to meet the needs of students with disability or special needs.

Areas of Development

- An increased focus delivering feedback on teacher planning, observations and programming.
- Increased teacher collaboration
- Teacher observation to be an increased focus by the leadership team.



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:

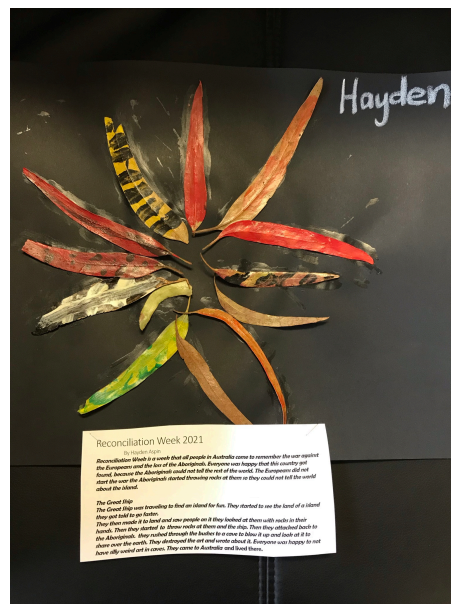
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



Reconciliation week