

2021 Annual Report

The Grange Public School



4518

Introduction

The Annual Report for 2021 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 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.

School contact details

The Grange Public School

8 Benham Road

MINTO, 2566

<https://thegrange-p.schools.nsw.gov.au>

thegrange-p.school@det.nsw.edu.au

9603 3766

School vision

At The Grange Public School, we ***motivate***, ***challenge*** and ***inspire*** every student to become a high performing lifelong learner. We cultivate a ***strong***, ***positive*** and ***inclusive*** school culture that serves to promote ***personal growth*** and ***academic excellence***.

School context

The Grange Public School is located in the South-West Sydney suburb of Minto, on Dharawal Land. The school has a student enrolment of 301. The Grange Public School culture is that of inclusion, belonging and connectedness with students, staff, parents and the wider community working together to achieve shared aspirations.

The Grange Public School is supported by a strong, vibrant multi-cultural community. 59% of students are from a language background other than English. Within The Grange Public School community, there are 30 language backgrounds, with the three most common additional languages being Bengali (10%), Samoan (8%) and Urdu (5%).

Our school supports all students to recognise and acknowledge the contributions of elders, past, present and emerging. We value the importance of indigenous history and culture and work with the school community and the local AECG to ensure we are all learning and growing together. We have 13% of students who identify as Aboriginal and work in partnership with our community to value the identity, culture, and heritage of our Aboriginal students.

Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to stage appropriate learning. We have determined that we need to continue to develop our formative and summative assessment practices. This will support teachers to successfully plan for and deliver quality differentiated instruction to all students. Through the NAPLAN gap analysis, the school has identified system and school-negotiated target areas in Reading and Numeracy. Educational leaders build teacher capacity through collaborative practices, with a strong focus on evidenced-based learning to improve literacy and numeracy outcomes.

The wellbeing and engagement of our students remain a priority. The TFFM surveys provide ongoing data pertaining to student wellbeing. The school embeds the systems and practices of Positive Behaviour for Learning. This framework is further supported by Trauma-Informed Positive Education to ensure all students are able to connect, succeed and thrive.

The school values its community and is focused on maintaining and building strong partnerships with staff, parents and students. We recognise the important role our community plays in supporting our students to be life long learners.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment in reading and numeracy through developing consistent school-wide practices for assessment. Student data is routinely used to inform lesson planning, explicit teaching and to provide effective feedback.

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.

- Data Driven Practices
- Effective Assessment

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$47,089.56

Aboriginal background: \$10,000.00

Professional learning: \$3,122.34

Summary of progress

Effective Assessment

Overall Summary Of Progress:

The major activity for 2021, was to design and deliver high-quality formal assessment tasks in literacy and numeracy to develop standards of performance against the syllabus.

The school established a whole school assessment schedule which included high-quality assessment tasks which are supported by the NSW Department of Education (DoE) including NAPLAN, and Check-in Assessment. Interview for Student Reasoning (IfSR), Year 1 phonics screener, Progressive Achievement Tests (PAT) for reading and numeracy Semester 1 and 2. There were many factors that enabled this process. Firstly, TGPS is part of the LEED project which engaged executive staff in professional learning in assessment practices which was effective in developing assessment practices at the school. Secondly, TGPS staff participated in an assessment gap analysis which outlined assessments already in place at the school and identified areas of learning which had not been or were not being assessed. Additionally, the balance of experience in executive staff exists across K-6 which allowed for insightful perspectives into which assessments were most relevant when reviewing the assessment gap analysis for the school: only assessments identified in the gap analysis which were relevant in supporting student achievement and ones in which teachers could access and use purposefully in addressing, monitoring and supporting students achievement would be used.

As a result of these activities, staff at The Grange Public School had access to a wide variety of reliable student achievement data. This allowed teachers to have a better understanding of student strengths and areas in which they needed more targeted teaching.

Future directions:

- Building the capacity of staff to make student assessment a part of everyday practice in reading and numeracy.

Data-Driven Practices

Overall Summary Of Progress:

Throughout 2021, The Grange Public School dedicate time to collaborative planning sessions to use data effectively to inform teaching and learning in reading and numeracy.

TGPS developed an embedded system for collaboration which includes a strong focus on using data effectively to inform teaching and learning. This embedded system was created by utilising literacy and numeracy funding which provides the space for teachers to collaborate for two hours each fortnight which involves viewing data relating to student achievement in reading and numeracy, planning for teaching and learning as well as evaluating practice. To improve the effectiveness of this process, the school leadership team developed a whole school structure for collaboration which supported the Assistant Principals and Instructional Leaders in leading improvement in teaching and learning during the collaboration time. For example, collaboration was structured as professional learning, data analysis, planning for

teaching and learning and evaluation. This framework provided consistency across teams K- 6 and increased opportunities for collaborative decision-making between school leaders. Furthermore, TGPS is part of the LEED project where school leaders were engaged in professional learning across the year which included a focus on using data to inform practice. This professional learning played a pivotal role in supporting the school leadership team's decisions for improving the use of data in the school. There were challenges that affected the implementation of this initiative, including disruptions to school operations, however, in spite of these challenges, TGPS staff remained committed to developing their skills to use data to inform teaching and learning.

The evidence collected as part of the implementation and progress monitoring indicated that teachers were analysing student progress and achievement data and a range of other contextual information to respond to trends in student achievement, at the individual, group and whole-school levels. In addition to this, evidence suggested that teachers were analysing, interpreting and collaboratively using data to inform planning, identify interventions and modify teaching practice. Furthermore, we have seen an increase in the percentage of students achieving in the top 2 bands, as well as at or above expected growth for reading and numeracy in NAPLAN. We have also seen an increase in the percentage of Aboriginal students achieving in the top 3 bands for reading and numeracy; the percentage of Aboriginal students in the Top 3 bands is above the state average. Providing teachers with regular opportunities to view, analyse and use data to inform teaching has made a contribution to student achievement.

Future directions:

- Continue to regularly dedicate time in collaborative planning sessions to use data effectively to inform teaching and learning in reading and numeracy.
- Collect meaningful internal data to monitor student growth and attainment in reading and numeracy across the year.

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
Reading Top 2 Bands Greater than 26.6% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN reading.	<ul style="list-style-type: none"> • The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased by 8.76%.
Numeracy Top 2 Bands More than 21.3% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN numeracy.	<ul style="list-style-type: none"> • The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased by 1.32%
Reading Expected Growth Greater than 58.5% of Year 3 and Year 5 students achieving at or above expected growth in NAPLAN reading.	<ul style="list-style-type: none"> • The percentage of Year 3 and 5 students achieving at or above expected growth in NAPLAN reading has increased by 21.87%.
Numeracy Expected Growth Greater than 51.8% % of Year 3 and Year 5 students achieving at or above expected growth in NAPLAN numeracy.	<ul style="list-style-type: none"> • The percentage of Year 3 and 5 students achieving at or above expected growth in NAPLAN numeracy has increased by 15.03%.
2023 Progress Measure Aboriginal Student Achievement Increase the % of students achieving the top 3 NAPLAN bands in reading and numeracy, while maintaining their cultural identity.	<ul style="list-style-type: none"> • 43.26% of Year 3 and 5 students are achieving in the top three bands for NAPLAN reading which is 2.24% above the State. • 40% of Year 3 and 5 students are achieving in the top three bands for NAPLAN numeracy which is 5.83% above the State. • 47% of Aboriginal students strongly agree that they feel good about their culture as reported in the TTFM survey. A further 24% of Aboriginal students agree that they feel good about their culture. • 41% of Aboriginal students strongly agree that teachers understand their culture as reported in the TTFM survey. A further 18% of Aboriginal students agree that teachers understand their culture.

<p>2021 Progress Measure</p> <p>School Excellence Framework Measures:</p> <p>Learning</p> <p>Element: Assessment</p> <ul style="list-style-type: none"> • Focus theme: Formative Assessment (S&G) <p>Element: Curriculum</p> <ul style="list-style-type: none"> • Focus theme: Teaching & Learning Programs (S&G) <p>Teaching</p> <p>Element: Data Skills and Use</p> <ul style="list-style-type: none"> • Focus theme: Data Analysis (S&G) 	<ul style="list-style-type: none"> • Reflecting on the evidence against the SEF-SaS, the school has made an on-balanced judgement that maintains their status of Sustaining and Growing in the elements Assessment, Curriculum and Data Skills and Use.
--	--

Strategic Direction 2: High Expectations Learning Culture

Purpose

To ensure that students, staff and community members have high expectations for success at school, which includes learning, attendance, wellbeing and relationships.

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-Quality Relationships
- High Expectations Learning Culture

Resources allocated to this strategic direction

Professional learning: \$3,643.23

Summary of progress

High Expectations Learning Culture

Overall Summary Of Progress:

This year, The Grange Public School focused on building teacher capacity to effectively challenge all students to learn new things by having a whole school approach to visible learning.

To support the effectiveness of this direction The Grange Public School staff regularly planned and evaluated activities with reference to NSW Department of Education endorsed documents as well as the effectiveness of resourcing. At the beginning of the year, we focused on developing a whole school approach to visible learning. This was effective because it was supported by a Teacher Quality Learning Advisor (TQLA) targeting specific grades across the school. A part of developing our whole school approach to visible learning was developing consistency for how teachers utilise learning goals and success criteria. This will continue to be an area of focus. We developed a process for how differentiation should occur in teaching and learning programs. The effectiveness of differentiation was further enhanced through the use of consistent whole school teaching and learning templates where teachers could collaborate and share their expertise with each other to challenge students at appropriate levels. Developing a process for effective differentiation was important to support an improvement in attendance and engagement.

Working in partnership with the TQLA, Instructional leaders and teachers there is some evidence that teachers were implementing the most effective evidence-based teaching methods to optimise learning progress for all students across the full range of abilities. In addition, school leaders provided professional learning for teachers around visible learning and solo taxonomy as part of collaboration to support curriculum differentiation in numeracy. This differentiation supported system negotiated and school-determined targets which illustrated the percentage of Year 3 and Year 5 students achieving at or above expected growth in NAPLAN numeracy has increased by 15.03%. It has been difficult to assess attendance and engagement against the system negotiated and school determined targets as these were set prior to periods of non-operation, learning from home and flexible learning due to isolation.

Future directions:

- Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

High-Quality Relationships

Overall Summary Of Progress:

In 2021, The Grange Public School staff focused on developing high-quality student-teacher relationships through Positive Education Models.

The process of developing high-quality student-teacher relationships through Positive Education Models was supported by quality planning and evaluation at the beginning and end of each term. Developing positive relationships was enhanced by investing in professional learning for 3 new staff members to engage in the Berry Street Education Model professional learning which is the foundation of Positive Education Models. Engaging 3 new staff members in this training grew the school's team from 3 to 6. The process of developing high-quality student-teacher relationships was

supported by allocating regular professional learning opportunities for staff members to be upskilled with new knowledge, understanding and skills required to develop high-quality relationships with students. To further strengthen relationships across the school community, a community liaison officer (CLO) was employed 2 days per week to support and implement wellbeing initiatives in the school. This includes coordinating breakfast club, Parent Social Group, Playgroup, Playground Initiatives, Welcome BBQ and working with internal and external agencies. Disruption to regular school operations due to the COVID-19 Learning From Home period did significantly impact the school's ability to implement many of the activities as originally planned. However, the school adjusted its approach and continued to develop positive high-quality relationships with students and families by engaging in a whole school process of calling families to monitor learning and wellbeing whilst at home. This was supported by regular class zooms throughout the week to enhance connections between teachers and peers.

Future directions:

- Strengthening procedures within The Grange Public School Attendance Plan.
- Increasing the number of staff members trained in the Berry Street Education Model.
- Growing the leadership team by providing opportunities for staff members who are trained in the Berry Street Education Model to lead Strategic Direction 2 (High-Quality Relationships) actively.
- Employment of a chaplain whose role will involve supporting wellbeing initiatives and playground activities.
- Implementing the new Student Behaviour Procedures Kindergarten to Year 12: Implementation Policy for the Student Behaviour Policy; Restrictive Practices Planning Procedures; Inclusive Education Policy.

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
Attendance Greater than 66.2% of students attending 90% of the time.	The percentage of students attending 90% of the time or greater, fell short of the expected benchmark by 4%.
Wellbeing Greater than 84.2% of students reporting expectations for success, advocacy and a sense of belonging.	The percentage of students reporting positive wellbeing (expectations for success, advocacy and a sense of belonging) has increased by 2.06%.
2021 Progress Measure School Excellence Framework Measures: Learning Element: Learning Culture (S&G) <ul style="list-style-type: none"> • Focus theme: Attendance (S&G) • Focus theme: High Expectations (S&G) Teaching Element: Effective Classroom Practice (S&G) <ul style="list-style-type: none"> • Focus theme: Explicit Teaching (S&G) • Focus theme: Classroom Management (S&G) 	Reflecting on the evidence against the SEF-SaS, the school has made an on-balanced judgement that maintains their status of Sustaining and Growing in the elements Learning and Culture and Effective Classroom Practice.

Strategic Direction 3: Educational Leadership for Excellence

Purpose

To develop excellence in educational leadership and collaborative practice, to ensure quality teaching aligns to high impact professional learning.

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.

- Collaborative Practice in Professional Learning Communities
- Instructional Leadership To Support A Culture Of High Expectations.

Resources allocated to this strategic direction

Professional learning: \$6,756.79

Socio-economic background: \$66,874.00

Early Action for Success (EAfS): \$171,513.00

QTSS release: \$57,180.00

Summary of progress

Educational Leadership for Excellence

- Collaborative Practice in Professional Learning Communities
- Instructional Leadership To Support A Culture Of High Expectations

Overall Summary of Progress:

Through regularly scheduled collaboration sessions staff worked alongside colleagues to plan, develop and refine teaching and learning programs. The Principal developed the capacity of Instructional Leaders to drive a strong focus on evidence-based teaching and continuous school improvement.

TGPS Instructional Leadership Model was developed which outlined the roles and responsibilities of all school leaders with respect to school improvement in literacy and numeracy. This included a whole school framework for collaboration at The Grange Public School, including professional learning, data analysis and collaborative planning. In addition, the executive team developed logic models which provided a clear direction for improvement in collaboration, focusing on inputs, activities, resources required and regular evaluation.

The Instructional Leadership Model resulted in the effective use of human and financial resources for the improvement of literacy and numeracy achievement across the school. The Instructional Leadership model had an impact on collaborative practice in professional learning communities as it gave school leaders a clear understanding of their roles and responsibilities in collaboration time. Moreover, teachers implemented programs that were systematically planned as part of coherent literacy and numeracy programs that had been collaboratively designed. Evidence from the literacy and numeracy programs indicated teachers applied knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement. The effectiveness of this model is reflected in the improvement of both system negotiated and school-determined targets such as an increase in the percentage of students improving their achievement in reading and numeracy.

Future directions:

- Further developing the collaboration model to include opportunities for learning and development
- Developing a process for use of data within the school that builds teacher capacity
- Continuing to refine whole school teaching and learning programs which reflect evidenced-based practices in teaching, literacy and numeracy
- Building middle-school leaders for strategic planning and evaluation

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>Progressive Achievement Test (Reading):</p> <p>Greater than 46% (baseline) of students 2-6 achieving at or above expected growth in reading as evidenced by PAT.</p>	<p>The percentage of Years 2-6 students achieving at or above expected growth in the PAT reading assessment increased by 13.5%.</p>
<p>Progressive Achievement Test (Numeracy):</p> <p>Greater than 67.8% (baseline) of students 2-6 achieving at or above expected growth in numeracy as evidenced by PAT.</p>	<p>The percentage of Years 2-6 students achieving at or above expected growth in the PAT numeracy assessment fell short of the expected benchmark by 13%.</p>
<p>PLAN2- Phonological awareness K-1:</p> <p>An increase in the percentage of students in K-1 achieving at or above expectation in Phonological Awareness skills as evidenced by PLAN2 data.</p>	<p>The Grange Public School has established a baseline target for the percentage of students achieving Phonological Awareness Skills as evidenced by PLAN2 data. This will be used to measure improvement in 2022.</p>
<p>2021 Improvement Measure</p> <p>PLAN2- Quantifying Number K-1:</p> <p>An increase in the percentage of students in K-1 achieving at or above expectation in Quantifying Number as evidenced by PLAN2 data.</p>	<p>The Grange Public School has established a baseline target for the percentage of students achieving Quantifying Number Skills as evidenced by PLAN2 data. This will be used to measure improvement in 2022.</p>
<p>2021 Improvement Measure</p> <p>School Excellence Framework Measures:</p> <p>Teaching</p> <p>Element: Learning and Development (S&G)</p> <ul style="list-style-type: none"> • Focus theme: Collaborative Practice and Feedback (S&G) • Focus theme: Professional Learning (S&G) <p>Teaching</p> <p>Element: Professional Standards</p> <p>Focus theme: Improvement of Practice (S&G)</p> <p>Focus theme: Literacy & Numeracy focus (S&G)</p> <p>Leading</p> <p>Element: Educational Leadership</p> <ul style="list-style-type: none"> • Focus theme: Instructional Leadership (S&G) • Focus theme: High Expectations Learning Culture (S&G) 	<p>Reflecting on the evidence against the SEF-SaS, the school has made an on-balanced judgement that maintains their status of Sustaining and Growing in the elements Learning and Development, Professional Standards and Educational Leadership.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$21,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at The Grange 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * 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 * student progress is monitored on the EALD learning progressions * all students are provided with a modified report to report on student progress to families. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to implement systems and processes which ensure new arrival funding is used to provide intensive English language instruction for newly arrived students. As a result, this will support newly arrived students with their educational and social adjustment to schooling in Australia.
<p>Integration funding support</p> <p>\$80,322.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Grange 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"> • Other funded activities <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 • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * additional resources developed and adjustments provided to personalise learning and support for targeted students * extra teacher and/or school learning support officer time was provided to assist students with additional learning needs and ensure differentiated teaching and learning programs were provided for funded students * additional teachers and school learning support officers were available both in the classroom and playground to assist with personalised learning and support for funded students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to work in partnership with School, DoE Services and External agencies to ensure Integration funding support (IFS) allocations support

Integration funding support \$80,322.00	eligible students at The Grange Public School in mainstream classes requiring moderate to high adjustment levels.
Socio-economic background \$143,501.40	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Grange 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"> • Instructional Leadership To Support A Culture Of High Expectations. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • utilising the 0.3 FTE allocation and RAM Allocation to employ DP Higher Duties Curriculum/ Wellbeing to support the school's wellbeing initiatives to increase student engagement and ensure all children have equal access to the curriculum • individualised and small group wellbeing initiatives implemented to allow children to re-engage successfully in the curriculum. This allocation is also used to drive SD2- High Expectations Learning Culture • individualised support using evidence-based practices such as Zones of Regulation and Berry Street Trauma-Informed Practices • teachers provided coaching and mentoring to assist with student engagement and classroom management • employment of SLSOs to provide students will small group and individualized interventions to close the gap in literacy and numeracy outcomes. Interventions are monitored as part of the schools LST. These included Mini Lit, Multi Lit and Literacy and Numeracy interventions. • CLO employed to provide targeted wellbeing initiatives and assist in re-engaging children in teaching and learning programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * employment of a DP Higher Duties Curriculum and Wellbeing * employment of a CLO 0.4 FTE * employment of SLSO's to support Literacy, Numeracy and Wellbeing Initiatives * all staff engaged in regular PL focusing on BSEM and Trauma-Informed Practices * Financial support provided to students/ families, ensuring all students had access to learning opportunities and learning materials. (eg. access to technology subscriptions, incursions, uniforms). * 61% of students had a strong sense of belonging as reported in the TTFM survey. * 72% of students had positive relationships with their peers as reported in the TTFM survey * 82% of students had a strong sense of Advocacy <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * implement Literacy and Numeracy initiatives to support whole-class and target interventions. * build upon BSEM practices to support whole-school wellbeing initiatives * investigate whole-school wellbeing initiatives/ programs to increase students' sense of belonging and advocacy at school * further develop the role of the CLO to build strong community connections and engagement.
Aboriginal background \$45,085.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Grange 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>Aboriginal background</p> <p>\$45,085.00</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"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Aboriginal Education Officer. • development of a Culture Club resource room • development of Personal Learning Pathway for all Aboriginal students K-6 • employing Aboriginal artists to paint Aboriginal murals in the school to show that Aboriginal culture is acknowledged, promoted and respected • developing a Junior AECG. This group met regularly throughout the year, and in particular, via weekly Zooms during LFH • staff engagement in PL for understanding Aboriginal history and cultures • whole school involvement in Reconciliation week. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *47% of Aboriginal students strongly agree that they feel good about their culture as reported in the TTFM survey *24% of Aboriginal students agree that they feel good about their culture as reported in the TTFM survey *41% of Aboriginal students strongly agree that teachers understand their culture. A further 18% agree that teachers understand their culture *43.20% of Aboriginal students (Year 3 and 5) achieved in the top 2 bands for NAPLAN Reading *40% of Aboriginal students (Year 3 and 5) achieved in the top 3 bands for NAPLAN Numeracy *A high percentage of students engaged in learning about their culture. through Culture Club *100% of students had a PLP which included a culture goal as well as literacy and/or numeracy goal *All staff engaged in Aboriginal history and culture professional learning *0.4 employment of an Aboriginal Education Officer. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> *establishing a more authentic and effective whole school approach to PLP implementation *seeking external support from the Aboriginal Support Team to facilitate professional learning in the development of PLPs * ensuring targeted reading and numeracy support is embedded in PLPs and linked to school determined targets * continue to build on our Junior AECG through regular meetings and providing opportunities for student voice to emerge in this context.
<p>English language proficiency</p> <p>\$60,283.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Grange 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs

<p>English language proficiency</p> <p>\$60,283.00</p>	<ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • Engagement in professional learning within EALD networks. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * accurate funding of students based on quality assessment and evaluation of EAL/D scales * increased confidence of students academically and socially due to exposure to language. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * developing consistent school-wide processes and practices for the enrolment of new arrival families * continuing with a numeracy focus in K-6 by working alongside colleagues in collaboration sessions to provide an EALD perspective * providing professional learning for staff around effectively catering for the needs of EAL/D students.
<p>Low level adjustment for disability</p> <p>\$156,385.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Grange 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * funding under Low-Level Adjustment for Disability 1.0 provided an opportunity to employ additional staff (LAST) to work with students identified through internal processes and NCCD * engage an additional SLSO to work with targeted students in the classroom and support play during break times * number of students supported through LST in 2021: 75 K-6 + 5 preschoolers * number of access requests completed in 2021: 7 K-6 + 5 pre-schoolers for kindergarten in 2022 * number of support unit placements offered in 2021: 10 (3x started placements in 2021, 6x started placements in Term 1 2022) * integration funding support received in 2021: \$151 825 <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continuing to provide direct and timely specialist assistance to students with disability and additional learning and support needs * providing targeted and individualized support to individuals and groups of students * supporting teachers to implement evidence-based programs to assist students with additional learning and support needs in classrooms

<p>Literacy and numeracy</p> <p>\$8,900.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Grange 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"> • Other funded activities <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>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * updated reading and numeracy resources to meet the needs of students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continuing to ensure that students have access to appropriate resources to support the teaching and learning of Literacy and Numeracy.
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at The Grange Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Instructional Leadership To Support A Culture Of High Expectations. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * developing the capacity of instructional leaders to drive a strong focus on evidence-based teaching and ongoing improvement in reading and numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * employment of an Assistant Principal Curriculum and Instruction (APC&I) * developing a shared approach to school improvement across the school with a focus on embedding evaluative practices to draw upon relevant and reliable data to make evidence-based decisions about teaching and learning in reading and numeracy.
<p>QTSS release</p> <p>\$57,180.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Grange 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"> • Instructional Leadership To Support A Culture Of High Expectations. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs and support the school's Instructional Leadership Model • additional teaching staff to implement quality teaching initiatives

<p>QTSS release</p> <p>\$57,180.00</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * targeted classroom support in Literacy and Numeracy focused on implementing number talks in the classroom, phonological knowledge and phonemic awareness and the analysis of assessment data to drive learning forward * ongoing data analysis of reading and numeracy CIA PAT and school internal data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * future PL for 2022 was identified as quality literacy and numeracy instruction in the classroom, with a heavy focus on explicit instruction around the Science of Reading, Conceptual Understanding and K-2 Syllabus Implementation.
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at The Grange 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"> • Effective Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased by 8.76% * the percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased by 1.32%. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * engagement of literacy and numeracy interventionist to provide personalised learning to identified students/ staff and embed differentiation strategies across whole school practice.
<p>COVID ILSP</p> <p>\$147,000.00</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. • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - such as phonemic awareness, number sense and comprehension. • providing intensive small group tuition for identified students who were identified in whole school data as being just below benchmark expectations. • releasing staff to participate in professional learning

<p>COVID ILSP</p> <p>\$147,000.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support the monitoring of COVID ILSP funding • Continued to engage small groups in tuition via Zoom throughout the Learning from Home period. • Development of individual learning from home packs to support students in reading and numeracy. <p>The allocation of this funding has resulted in:</p> <p>* additional support was provided to identified students in Years 1-6, in literacy and/or numeracy through small group tuition.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* improving the process for identification, selection and monitoring of students for intervention</p> <p>* provide regular professional learning to staff in the area of assessment, specifically assessments which are regularly used to inform intervention.</p> <p>* embed a culture where intervention is integrated into the classroom as opposed to withdrawal.</p>
---------------------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	159	165	154	144
Girls	140	155	160	153

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92	88.4	90.3	85.5
1	88.5	89.8	91	89.5
2	91.1	89.9	93	90.2
3	92.4	88.7	90.8	91
4	90.7	90.8	92.2	90.6
5	91.4	91.4	92.5	92
6	91.4	89.5	91.1	89.3
All Years	91	89.8	91.5	89.6
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)	3
Classroom Teacher(s)	10.81
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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.

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	547,324
Revenue	3,620,696
Appropriation	3,537,558
Sale of Goods and Services	7,922
Grants and contributions	74,019
Investment income	397
Other revenue	800
Expenses	-3,311,394
Employee related	-2,962,250
Operating expenses	-349,143
Surplus / deficit for the year	309,303
Closing Balance	856,627

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	80,322
Equity Total	456,102
Equity - Aboriginal	45,085
Equity - Socio-economic	149,502
Equity - Language	105,130
Equity - Disability	156,385
Base Total	2,262,815
Base - Per Capita	77,406
Base - Location	0
Base - Other	2,185,408
Other Total	353,578
Grand Total	3,152,816

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

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 7.7- NSW Government Norm-7.4)
- * Parents are informed (school 7.7- NSW Government Norm- 6.6)
- * Parents support learning at home (school 7.0- NSW Government Norm- 6.3)
- * The school supports learning (school 7.6- NSW Government Norm- 7.3)
- * The school supports positive behaviour (school 7.8- NSW Government Norm- 7.7)
- * Safety at school (school 8.1- NSW Government Norm- 7.1)
- * The Grange is viewed as an inclusive school (school 7.7- NSW Government Norm- 6.7)
- * 87% of parents believe the school is well maintained
- * 87% of parents believe the physical environment is welcoming
- * 87% of parents expect their child to complete Year 12
- * 60% of parents expect their child to go to university

Opportunities for improvement:

- * Involving parents in school committees.
- * Involving parents regularly in their child or children's education.

Student Feedback and Reflections

Student feedback was sought through online surveys such as TTFM.

Strengths:

- * Advocacy at school (school 8.2- NSW Government Norm- 7.7)
- * Positive teacher-student relationships (school 8.5- 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)
- * 66% of students expect to go to university
- * 70% of children feel proud of their school, 21% Neither agree or disagree

Opportunities for Improvement:

- * Developing students' capacity for perseverance (school 31%- NSW Government Norm- 48%).
- * Developing students' capacity for effort (school 84%- NSW Government Norm- 88%).

Teacher Feedback and Reflections

Teacher feedback was sought through online surveys such as TTFM.

Strengths:

- * School leaders have provided guidance for monitoring student progress (school 7.7 - NSW Government Norm 7.0)
- * Teachers talk about strategies that improve student engagement (school 8.5 - NSW Government Norm 7.7)
- * Teachers report that formal assessments help them plan their lessons (school 7.9 - NSW Government Norm 7.2)
- * Teachers establish clear expectations for classroom behaviour (school 9.0 - NSW Government Norm 7.9)

Opportunities for improvement:

- * Develop the capacity of teachers to use assessments to discuss with students where common mistakes are made.
- * Provide further opportunities for teachers to receive feedback from their colleagues about their teaching practice.

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.