

# 2022 Annual Report

## Grenfell Public School



2082

# Introduction

The Annual Report for 2022 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.

## School contact details

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Grenfell Public School

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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 177. There are 11% 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 a number of School Learning Support Officers across K-6 who support the class teachers and their students. 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 3597 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 extracurricular 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 groups and associations such as the local Lions club, 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. 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>

## 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

**Literacy and numeracy intervention:** \$12,246.00

**QTSS release:** \$14,882.00

**Socio-economic background:** \$34,623.10

**Integration funding support:** \$67,592.00

**Low level adjustment for disability:** \$81,812.95

**Per capita:** \$25,375.45

**Aboriginal background:** \$8,610.32

**Literacy and numeracy:** \$2,813.37

**English language proficiency:** \$2,400.00

**Location:** \$37,152.00

**:** \$22,984.10

**Professional learning:** \$1,265.00

### Summary of progress

Throughout 2022 in Strategic Direction 1, Grenfell Public School's purpose was to improve the learning outcomes in Literacy and Numeracy using explicit teaching practices, curriculum planning and data analysis. The school continued to implement a Reading Strategy as a platform to direct the focus and began drafting a Numeracy Strategy to ensure that the school had a balanced approach and both areas were a strong focus for all.

NAPLAN data shows an upward trend in reading, moving toward school targets. The Check-In assessment students' data showed that comprehension, both literal and particularly inferred, required a continued focus. Vocabulary was also identified as an area of need for the school to address.

Student results in Numeracy from the Check-In data show Year 6 well above statistically similar schools and at a similar level in reading compared to statistically similar schools. All other years were below state average and, in most cases, just below statistically similar schools in both Literacy and Numeracy.

Staff were strategically employed and scheduled to enable the implementation of plans and to support all staff and students. The expertise of staff supported class teachers in their planning and analysis of data. As a result of improved systems and practices, staff feedback indicated improved knowledge and confidence around planning in both Literacy and Numeracy. Professional dialogue and a shared responsibility for planning was evident across the school, with staff mentoring and sharing their skills in the use of explicit teaching practices in Literacy and Numeracy.

In 2023 Grenfell Public School plans to focus in Literacy on targeted aspects of comprehension including locating answers and inferential understanding. In Numeracy the school will focus on whole number, with Stage 1 working on whole number and Stage 2 and 3 working on multiplicative strategies. Inclusive of this, the school will look closely at comprehension in the numeracy strand, building skills and knowledge around worded problems to improve students' confidence and accuracy. Strengthening of staff data skills and use will continue to be a focus of the school in 2023 with an enhanced application of PLAN3 and collaborations driven by Assistant Principal Curriculum and Instruction and class teacher partnerships.

### 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
Numeracy: • Increase the number of students achieving the top two bands to 33.7% (upper bound negotiated target)	2022 NAPLAN data indicates 17.6% of students are in the top two skill bands for <b>numeracy</b> indicating the school did not achieve the system negotiated target.
Literacy: • Increase the number of students achieving in the top two bands to 43.1% (upper bound negotiated target)	2022 NAPLAN data indicates 23% of students are in the top two skill bands for <b>reading</b> indicating the school did not achieve the system negotiated target, however progress indicated trajectory towards negotiated target.

### 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

**Literacy and numeracy intervention:** \$12,246.00

**Low level adjustment for disability:** \$51,714.50

**QTSS release:** \$14,992.00

**Integration funding support:** \$164,770.00

**Socio-economic background:** \$20,249.00

**Per capita:** \$16,064.00

**Location:** \$36,479.26

**Aboriginal background:** \$13,929.00

### Summary of progress

During 2022 in Strategic Direction 2 Grenfell Public School set about instilling a culture of continuous improvement through practising and cultivating high expectation relationships using the Stronger Smarter philosophy and values across all settings in the school. In addition to this, the school continued to foster positive relationships across the school community through engaging in special days, using local experts with a focus on inclusivity and broadening whole school community learning.

Specialised programs were implemented to meet identified student needs supported by staff expertise. Implementation of specialised programs contributed to improved student survey results in the areas of Advocacy and Sense of Belonging in our school. Sense of belonging was the highest level the school has ever achieved.

The role of Grenfell Public School's Student Representative Council was strengthened becoming more active with the number of fundraising ventures increased over the year. Student voice was enhanced and as a result students felt connected to their school and community. Community engagement levels were at a high level as the school celebrated special days, and the response was immense. The impact was felt across all levels, students were proud of their achievements, extended family members came to school and felt involved, and staff deepened connections with the school community. The impact saw more people enter the school and attend functions, notably the school fete saw the largest ever attendance noted by locals and long serving staff.

Future implications are about maintaining and strengthening Grenfell Public schools' practices around High Expectation relationships, entwining the resilience project through the school's current practices to continue a focus on developing students' sense of belonging and reinforcing the schools Positive Behaviour for Learning values across the school community. Grenfell Public school will continue to access specialised programs such as Boys to the Bush to support cohorts and groups of students to feel valued and connected. There will be a continued consistent focus around building strong connections within the whole school community with The Resilience Project a key initiative.

During 2022 the school reviewed student attendance processes resulting in improved monitoring of attendance and communication of attendance expectations and procedures. In 2023 the school will consider further improvements to support positive student attendance with the department's research-based policy and documents at the forefront of professional discussions.

### 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><b>Tell Them From Me:</b></p> <p>Increase Advocacy towards 84%</p> <p>Increase Expectation for success towards 97%</p> <p>Increase Sense of belonging towards 75%</p>	<p>From the Tell Them From Me survey the percentages of students reporting positive outcomes were: Advocacy 91%; Expectations for Success 93%; and Sense of Belonging 80%.</p>
<p><b>Attendance:</b></p> <p>Increase attendance rate to students attending 90% of the time to be progressing between the lower bound 83.1% and upper bound 88.1%</p>	<p>58.7% of students attended school 90% or more of the time with a contributing factor to this percentage being processes for COVID management.</p>

### 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:** \$20,152.69

**Location:** \$4,000.00

**Beginning teacher support:** \$15,217.00

#### Summary of progress

Professional practice in 2022 was centred around building teacher capability to improve explicit teaching practices, using systems of mentoring and collaboration to improve reflective practice and plan for future development.

All teachers in Stage 1 were given time to participate in PL around the new syllabus, engage in professional dialogue with a mentor Literacy and Numeracy teacher and plan explicit lessons in these areas. An audit of current resources saw the purchase of new resources to support the swift implementation of the new Kindergarten to Year 2 syllabus for 2023. Stage 1 staff began to use decodable readers in their classrooms. All staff were allocated time together to support collaboration and planning resulting in improved practices and shared dialogue. Executive staff participated in Leading Evaluation, Evidence and Data training around explicit teaching practices and had begun to collect data from both staff and students around the school's current practices. Due to staff changes this process was delayed.

During stage meetings, time was allocated for sharing sessions where staff were encouraged to share best practice from their classroom. These sessions provided a platform for deep discussions, strengthened staff knowledge and skills across a range of areas and resulted in common practice.

Two staff members attended a conference on The Resilience Project which led to all staff participating in training during a staff development day. It has also led to ongoing development of staff visiting other schools, purchasing of resources and plans for the project's implementation throughout 2023. The capacity of the staff involved has highlighted improved levels of collaboration and substantial gains in reflective practice and analysing student wellbeing data to focus on improved practices to support learning across our school.

The next steps within Professional Practice will be to continue to build staff capability using explicit teaching practices focusing on Literacy and Numeracy and with a shared Performance Development Plan goal in Whole Number across the school. The school will continue mentoring and collaboration models, with a shift in focus throughout the year to strengthen and expose Stages 2 and 3 to new syllabus and preparedness for implementation in 2024. There will be a planned approach to professional learning and a focus on mentoring through the identification of best practice within the school and planned sharing sessions during meetings. Whole stage planning days will be used to work on improved systems of collaboration and will allow for reflection of current practices.

#### 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
<b>Numeracy</b> • More than 65% of students achieved expected growth - NAPLAN numeracy	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>Literacy</b> • More than 69% of students achieved	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

expected growth - NAPLAN reading

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$232,362.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> <li>• High Expectations for Continuous Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have achieved Literacy and Numeracy goals identified in their individual education plans and monitoring of student learning progress improved. Increased numbers of parent/caregivers attended learning support meetings and stronger two-way communications were evident. A strengthened structure that supported student learning and wellbeing resulted with more consistent case management noted. School Learning Support Officers developed their professional practice within an enhanced professional learning model.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to investigate professional learning needs of support staff based on student learning and wellbeing information and to more consistently involve these staff members in side-by-side learning with teaching staff. Encourage practices that bring students into understanding where their learning is at and where to next.</p>
<p>Socio-economic background</p> <p>\$54,872.10</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> <li>• High Expectations for Continuous Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support student intervention programs and professional learning of staff.</li> <li>• resourcing to increase equitability of resources and to support the school's kitchen garden and STEM programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Inclusive student involvement in living skills programs and enhanced access to, and application of, technology skills across the curriculum. Improved pedagogical practices resulting in improved student outcomes with a focus on Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to review the kitchen garden program and technology initiatives to ascertain areas to improve. Further to this funding will support student wellbeing programs such as The Resilience Project.</p>
<p>Aboriginal background</p> <p>\$22,539.32</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</p>

<p>Aboriginal background</p> <p>\$22,539.32</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> <li>• High Expectations for Continuous Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (Literacy and Numeracy role) to support Aboriginal students.</li> <li>• employment of School Learning Support Officers to support Aboriginal students.</li> <li>• participating in relevant professional learning, Stronger Smarter and NAIDOC initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student results in Literacy and Numeracy for Aboriginal and Torres Strait Islander students show an overall improvement in Reading and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to embed Stronger Smarter philosophy across the school supported by employment of additional staff and ongoing resourcing. Identify further professional learning opportunities 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff, combined with other funding sources, to support delivery of targeted Literacy initiatives for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As this was funding combined with other funding sources the key impacts have been reported on in the Socio-economic background section of this report.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to employ an additional teacher one day a week equivalent to support student learning with a focus on Literacy skills.</p>
<p>Low level adjustment for disability</p> <p>\$133,527.45</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> <li>• High Expectations for Continuous Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• targeted students are provided with evidence-based interventions to increase learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Significant numbers of students improved Literacy outcomes with improved</p>

<p>Low level adjustment for disability</p> <p>\$133,527.45</p>	<p>monitoring identifying gaps in individual student learning and enhanced point-in-time interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to strengthen staff capability to more consistently analyse internal and external student learning data and adjust and accommodate teaching and learning programs in enhanced collaborative ways.</p>
<p>Location</p> <p>\$77,631.26</p>	<p>The location funding allocation is provided to Grenfell Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> <li>• High Expectations for Continuous Improvement</li> <li>• Professionalism</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• professional learning to develop new skills and support teachers in their use and integration of technology to enhance curriculum delivery.</li> <li>• purchase of resources supporting across curricula learning for all students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> More equitable access to curriculum content and experiences by way of access to additional technologies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to consider ways in which the school could connect with other schools and colleagues for professional learning opportunities.</p>
<p>Professional learning</p> <p>\$21,417.69</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Grenfell Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> <li>• Professionalism</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement in professional learning focused on leadership, student wellbeing and reading.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Improved staff understandings in early literacy with application of learning in classrooms begun.</li> <li>* Enhanced leadership skills for executive with a focus on evaluative practices.</li> <li>* A developed and shared language focused supporting student wellbeing.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to extend collaborations and partnerships with families and the local pre-school to develop a consistent model to strengthen home reading and exposure of students to quality reading resources and opportunities.</li> <li>* to source and deliver the relevant professional learning for staff based on student learning and wellbeing needs continuing mentoring and collaborative practices across the school.</li> </ul>
<p>Literacy and numeracy</p> <p>\$2,813.37</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>Literacy and numeracy</p> <p>\$2,813.37</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching and learning resources up graded and aligned to new syllabus delivery resulting in students exposed to quality literature which improved student engagement and reading results showed progressive learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to focus attention on Numeracy resources and purchase as needs are identified to support syllabus implementation.</p>
<p>QTSS release</p> <p>\$29,874.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> <li>• High Expectations for Continuous Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• assistant principals provided with additional release time to support classroom programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As this was funding source was combined with other sources, impacts have been reported in other sections.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to schedule more time for executive to work collaboratively within the leadership team and with teachers and support staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$24,492.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Growth and Attainment</li> <li>• High Expectations for Continuous Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional teacher support by way of a Literacy and Numeracy focused teacher resulted in improved student learning outcomes. Improved data analysis and monitoring of student learning were noted.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to improve the scheduling of the Literacy and Numeracy teacher role and negotiate alongside colleagues differentiated adult learning with shared</p>

<p>Literacy and numeracy intervention</p> <p>\$24,492.00</p>	<p>performance goals based on identified student learning needs.</p>
<p>COVID ILSP</p> <p>\$71,586.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy -in reading writing and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Grenfell Public School being able to provide small group tuition to a total of 43 students across all cohorts. Small group work was undertaken in Literacy and Numeracy where staff used programs such as Mini Lit and Macq lit. Data was analysed from a variety of sources including NAPLAN, Check in assessments, class DATA, PAT tests and some testing IfSR-Additive Thinking assessment. This assessment took place at the beginning of each term, especially when students moved off from the programs that were already in place.  The Macqlit and Minilit programs offered a structured, researched based program that saw all students who were involved show growth in their reading. A small percentage of students were moved off early from the program as they had made significant progress. Most were involved for the full duration showing progress within the program. The impact for most students saw growth from other Data sources as well.  Writing became a focus for Yr3 and 5. The most significant growth was in Yr3 writing. This growth was determined mostly from classroom sources as students who were reluctant writers moved from very minimal amounts to quite significant. Their ability to plan, understand the task and structure a coherent text improved significantly over their involvement in the program. The year 5 students all showed improvement and growth in their NAPLAN results.  Numeracy groups were formed from Stage 1 and 2 after IfSR and classroom data analyses. In Stage 1, a student was moved on early as the intensive support had the desired results early on. The other students who remained for the duration all demonstrated an improved understanding in additive thinking and number sense. All Stage 2 students developed a deeper level understanding on Additive strategies and working Mathematically.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to have improved communication between all stakeholders and a continued focus on Reading Writing and Numeracy. Targeting students, who with small group intensive support will show improvement to be working at or beyond Stage expectations.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	89	81	86	94
Girls	72	71	78	80

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	94.9	95.1	86.5
1	95.9	95.1	94.9	89.9
2	92.9	95.6	92.8	90.1
3	92.8	93.3	95.2	89.9
4	91.5	94.2	91.6	92.9
5	93.3	95.5	92.7	89.6
6	90.6	95.5	92.7	88.0
All Years	92.8	94.8	93.5	89.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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 Intervent	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.22

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	210,832
<b>Revenue</b>	2,362,048
Appropriation	2,300,119
Grants and contributions	57,199
Investment income	2,329
Other revenue	2,400
<b>Expenses</b>	-2,384,149
Employee related	-2,139,715
Operating expenses	-244,434
<b>Surplus / deficit for the year</b>	-22,100
<b>Closing Balance</b>	188,732

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	166,821
<b>Equity Total</b>	213,522
Equity - Aboriginal	22,722
Equity - Socio-economic	54,872
Equity - Language	2,400
Equity - Disability	133,527
<b>Base Total</b>	1,573,092
Base - Per Capita	41,439
Base - Location	77,631
Base - Other	1,454,021
<b>Other Total</b>	114,941
<b>Grand Total</b>	2,068,375

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022 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 2023-2026 School Plan.

### Students.

Students from Years 4 to 6 completed both snapshots of the Tell Them From Me Survey in May and then in November 2022. Student feedback indicated that 88% had Advocacy at school which had increased from 85% in 2021. 93% of students felt that they had high expectations for Success at School with girls sitting just above the boys in this area. The students' Sense of Belonging has increased dramatically during 2022 and is currently sitting at its highest level for the school. This was a target for 2022 and has shown a marked improvement, with boys' results at 89%.

Within the drivers of student outcomes, students indicate they have positive student teacher relations, with an improved expectation for success rate. Explicit teaching practises and feedback are showing growth and students can see the relevance in their learning.

Aboriginal students continue to feel good about their culture with an equal percentage indicating they have an understanding their culture.

Areas of development will be a continued focus on students' Sense of Belonging and an improved level of student response towards homework.

### Parent Survey

All parents and caregivers were invited to complete the Tell them form Me survey. Responses from the parents who completed the survey indicate the following:

75% on average agreed the physical environment of our school is accessible, welcoming environment is welcoming and well maintained.

Less than 10% of parents indicated that they do voluntary work in the school outside of school committees.

81% indicated that they have spoken to their child's teacher more than 2-3 times.

75% indicated they are involved in school committees.

82% felt online platforms were useful in sharing children's work.

88% found informal meetings a useful platform for communication.

82% find the newsletter a useful method for communication with 74% of parents who completed the survey find social media platforms useful.

69% aspire for their children to go to a university education.

Parent response to the most positive aspects of Grenfell Public school included the dedicated staff and the activities provided including STEM, cooking and sport.

Areas of development include continued development of communication systems between school and home and improved systems to empower parents to feel more comfortable in supporting their child learning at home.

### Teacher Survey

The Focus on Learning survey looks at eight drivers of student learning and are scored on a scale of 0-10. 0 being strong disagreement, 5 equals neutral and 10 equates to a strong agreement. Below are the results of our teaching staff within the 8 domains.

Leadership 6.4: with working with leaders to create a safe environment sitting at 7.5.

Collaboration 7.0: with discussing students learning with others at 8.0.

Learning Culture 7.7: with setting high expectations for students at 8.3.

Data Informs Practice 7.7: with use of own assessments assisting and understanding students at 8.4.

Teaching strategies 7.9: with linking previously learnt knowledge to new knowledge at 8.2.

Technology 6.8: with helping students overcome barriers to using technology at 7.5.

Inclusive School 8.1: with ensuring inclusivity in class activities at 8.5.

Parent Involvement 7.5: with working with parents to resolve problems that are interfering with students learning at 8.3.

Over 90% of staff feel the school facilities are well maintained.

33% feel the strategic vision and values of the school are clearly communicated with them.

87% feel they have the skills and confidence to meet the needs of students with special needs.

All staff use Learning Intentions with 78% using them 2-3 times a week or more.

Data from the People Matters Survey indicates:

50% of staff feel burnt out.

Time to do their job well sits at 30%

Collaborative practices are on the rise compared to previous years.

Areas of development include developing improved systems of communication, so all staff feel included and are actively involved in the school vision and school improvement plan. The school will have a continued focus on staff collaboration to provide staff with opportunities to plan together in order to use time effectively and allow more time to do their job well.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.