

# 2022 Annual Report

Grose View Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Grose View 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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## School vision

Grose View Public School aspires to deliver quality teaching for all students to drive continual learning in all areas of the curriculum, with a strong focus on the progress of all students. We believe that to achieve the development of literacy and numeracy skills in all students, we must strive to create an environment that centres on student engagement and positive wellbeing. We value our strong links with all facets of the community and endeavour to work towards the achievement of common goals, developed in partnership with the broader school community.

## School context

Grose View Public School is located on Dharug land in the picturesque Grose Valley, nestled at the foot of the Blue Mountains. Our school was established in 1976 and currently has an enrolment of 243 students.

Our school enjoys a close and productive relationship with our parents, community groups and neighbouring schools. We have a positive school culture with a diverse range of students, who love learning beyond the classroom and about the world around them. We currently have only a small percentage of students who speak a language other than English, however, we have had a significant uplift in the number of Aboriginal and Torres Strait Islander students enrolled at the school. We currently have 31 students (12%) identifying as Aboriginal and/or Torres Strait Islander. The school community carer profile is quite diverse and not dominated by one particular group. This reflects the changing nature of the community as new families move into the area. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local Aboriginal community was consulted in a thorough situational analysis followed by the development of this Strategic Improvement Plan. The school has undertaken a comprehensive situational analysis and identified the following areas for improvement across learning, teaching and leading. In the forward plan, the school will be targeting three strategic priorities, Student Growth and Attainment - Mathematics, Student Growth and Attainment - Reading and Leading Learning. We will be focussing resourcing towards deeply embedding structures across the school to drive continual school improvement in student academic achievement, specifically in Literacy and Numeracy. As part of this analysis, we have identified a need to use data-driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to support all students, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully and the development of an instructional leader position will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within our school and with partner schools. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre- and post-assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level, and the involvement of the whole school community in this process will be essential for success.

These areas have been established through deep consultative processes with the community and key stakeholders, which has included students, staff, the parent community and broader educational community.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To increase the number of students achieving expected growth in Reading and Mathematics NAPLAN and increase the number of students achieving the top 2 bands in Numeracy and Reading NAPLAN through data-informed, explicit teaching.

### 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 Informed Teaching and Learning
- Research-Based Pedagogy

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$16,200.12

**QTSS release:** \$46,428.08

**Literacy and numeracy:** \$7,916.06

**Professional learning:** \$17,379.26

### Summary of progress

In 2022, Grose View Public School focused on the collection of grapheme/phoneme correspondence data in collaboration with fifteen schools in the Hawkesbury/Windsor networks. To track student progress at a class, stage, school and network level. To assess fidelity of practice in the implementation of the assessment tool across schools/teachers and built the capacity of teachers to analyse and extrapolate meaning from the data. Throughout the process, we identified a need to provide teachers with a supplementary guide to support the consistent implementation of the assessment across all of the schools in the collective. Information gathered from this process was used to inform planning and led to modifications in project planning necessitating the reteaching of core concepts and was a direct reflection of what had been taught in the classrooms. In 2023, we will further embed teacher capacity across the solar collective to use data to inform planning by developing their skills in using writing rubrics to assess unaided writing samples.

In 2022, the school made a substantial investment in training teaching staff in the evidence-based science of learning and reading, becoming part of a school collective to more effectively achieve literacy and numeracy goals. The school embedded evaluative and explicit practice into school systems, in collaboration with a close network of like-minded schools. The school collected and used data to inform teaching focus and practice initially around GPC. Our staff has begun to transform their teaching practice to meaningfully use data to inform and drive change.

In 2023, further professional learning around evidence collection, evaluation against the SEF and use of Scout is to be sought to enhance and extend existing plans to suit effective, achievable and measurable evaluation of impact. All staff will more closely engage with the predetermined collection of data and consequent analysis of this data. All staff will collaboratively develop systems and time frames to conduct analysis, identify artifacts and upload relevant evidence to SPaRO.

### 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>NAPLAN System Negotiated Target Expected Growth Numeracy</b>  There will be a 6% uplift from the baseline percentage in students achieving expected growth in Numeracy.	<ul style="list-style-type: none"><li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li></ul>

<p><b>NAPLAN System Negotiated Target Top 2 Bands Numeracy</b></p> <p>There will be a 14% uplift from the baseline percentage in students achieving in the top two bands in Numeracy.</p>	<ul style="list-style-type: none"> <li>• 31.67 % of students achieved in the top two bands in NAPLAN <b>numeracy</b>, an increase from 2021 of 5.42%, indicating achievement above the lower-bound target.</li> </ul>
<p><b>School Identified Target for Aboriginal Students Expected Growth Numeracy</b></p> <p>70% of students achieving expected minimum growth against NAPLAN and Check-In assessment data in Numeracy.</p>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>

## Strategic Direction 2: Enhancing Teacher Capabilities

### Purpose

Teachers will demonstrate increased personal responsibility for improving their teaching practice in order to improve student learning. Individually and collaboratively, teachers will continue to evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

### 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.

- Instructional Leadership Development
- Data Informed Intervention

### Resources allocated to this strategic direction

**Socio-economic background:** \$57,105.00

**Literacy and numeracy intervention:** \$20,000.00

**Low level adjustment for disability:** \$31,794.04

### Summary of progress

In 2022, Grose View Public School used embedded and explicit systems that facilitated professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. Performance and development plans (PDPs), as well as weekly professional learning meetings, were linked to the Australian Professional Standards ensuring a coordinated whole school approach to making explicit the elements of high-quality, effective teaching and learning.

The leadership team worked with colleagues as knowledgeable others, to enhance teacher capabilities. Our focus was to develop a shared understanding of the benefits of collective efficacy and work collaboratively to enhance teacher practice. Staff engaged with the opportunities provided through 24/7 professional learning, SoLaR meetings, professional readings and in-school professional learning to embed evidence-informed practices aligned with the science of learning and reading. We were able to harness the expertise of our executive staff to deliver professional learning across the network of 14 schools, as well as undertake lesson observations to embed the explicit teaching pedagogy within our school.

To build the capacity of teachers, executive members lead professional learning meetings and conducted regular observation lessons to ensure quality practice is being implemented in all classrooms across the school. Teachers were provided opportunities to discuss observations, reflect on their practice and plan short-term goals to refine their teaching. The leadership team worked collaboratively to mentor teachers by supporting the understanding of key documentation, managing observations of practice, defining the Australian Professional Standards, assisting teachers to relate the standards to practice and providing feedback on evidence sets. As a result of a commitment to the improvement of practice in literacy and numeracy, the school programming policy has been updated, reflecting current pedagogical practice. New proformas for English unit development and mathematics planning demonstrate alignment with evidenced based practice and quality teaching as described by the Australian Professional Standards for Teachers. Embedded school structures support an ongoing culture focused on professional knowledge, practice, and engagement.

In 2023, we will continue to refine our skills in using assessment data to identify target groups of students in each class and plot them on a data wall for tracking learning to determine impact of explicit teaching strategies in phonics / fluency. We will continue to develop systematic ways of providing precisely differentiated support to identified students.

### 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
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<p><b>NAPLAN System Negotiated Target Expected Growth Reading</b></p> <p>There will be a 8% uplift from the baseline percentage in students achieving expected growth in Reading.</p>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<p><b>NAPLAN System Negotiated Target Top 2 Bands Reading</b></p> <p>There will be a 14% uplift from the baseline percentage in students achieving in the top two bands in Reading.</p>	<p>43.3% of students achieved in the top two bands in NAPLAN <b>reading</b>, an increase from 2021 of 7.08% indicating progress toward the lower-bound target.</p>
<p><b>School Identified Target for Aboriginal Students Expected Growth Reading</b></p> <p>70% of students achieving expected minimum growth against NAPLAN and Check-In assessment data in Reading.</p>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>



## Strategic Direction 3: Wellbeing and Engagement

### Purpose

Teachers and staff continue work with a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

### 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.

- Community Engagement
- Attendance

### Resources allocated to this strategic direction

**Aboriginal background:** \$27,892.32

### Summary of progress

In 2022, to support the building of highly effective collaborative partnerships, we implemented a two-pronged approach:

We led a professional learning community of 15 schools in the Science of Learning and Reading (SoLaR), establishing a clearly defined set of roles and responsibilities for all participants in the SoLaR project. Expectations were articulated through a principal lens, middle leadership lens, teacher lens and project management lens,

We engaged our parent body and the wider community to embed a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. We identified, initiated and built upon opportunities to engage parents/carers in both the progress of their child's learning and the educational priorities of the school. Parent Master Classes for parents and improved transition and orientation presentations were our key initiatives.

The school achieved high levels of success across both strategies, resulting in a shared vision of high expectations for teaching and learning for all stakeholders.

In 2023, we will further strengthen our parent and community partnerships and expand our professional learning community.

In 2022, we developed and implemented whole-school and personalised initiatives to improve attendance rates for all students by reviewing and updating processes and procedures for monitoring engagement and attendance. The school established an attendance team, updated our school's attendance policy, tracked attendance patterns on a data wall and introduced incentives to celebrate students achieving attendance goals. As a result, we were able to identify trends, monitor students at risk of falling below 90% and embed a planned approach to address individual and whole-school attendance and engagement. Consequently, we have seen a significant increase in whole-school attendance patterns, students attending more than 90% of the time and parental engagement and responsibility for student attendance.

In 2023, we will continue to build teacher capacity to embed these practices into daily routines to ensure attendance goals and strategies are celebrated and communicated effectively.

### 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>System Negotiated Target Attendance</b>  There will be a 12% uplift from the baseline percentage of students attending school at least 90% of the	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased, however this data has been heavily impacted by the Public Health Orders in relation to COVID 19 and flooding which took in place throughout 2022.</li></ul>

time.	
<p><b>System Negotiated Target Positive Wellbeing at School</b></p> <p>There will be a 12% uplift from the baseline percentage in students reporting positive and inclusive school culture as evidenced in the TTFM Survey.</p>	<p>Tell Them from Me data indicates 81% of students are reporting a positive growth orientation at school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$112,070.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grose View 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>• 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 staff to provide additional support for students who have high-level learning and behaviour</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised support for students identified with significant needs in the classroom. Implementation of Individual Learning Plans, literacy and numeracy support and wellbeing support have formed the basis of Student Learning Support Officer roles.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued tailored support for individual students who require Individual Learning Plans, literacy, numeracy and student wellbeing strategies.</p>
<p>Socio-economic background</p> <p>\$57,105.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grose View 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>• Instructional Leadership Development</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>• professional development of staff through Training 24/7 to support student learning</li> <li>• staff release to increase engagement in observations, demonstration lessons, company days, platoon days and planning days.</li> <li>• employment of additional staff to support SoLaR initiatives implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all staff have engaged with high-impact professional learning to develop consistent instructional practices in all classrooms across the school. All teachers have had the opportunity to participate in coaching sessions with executive staff. Executive staff have engaged with observations and developed a culture where all teachers are comfortable with being observed and are now seeking out opportunities for feedback on their teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Utilise the newly appointed Assistant Principal, Curriculum and Instruction to strengthen processes implemented in 2022.</p>
<p>Aboriginal background</p> <p>\$35,892.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grose View Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Aboriginal background</p> <p>\$35,892.32</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Other funded activities</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 deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A deeper connection between the school and the Aboriginal school community has been established. Open lines of communication between parents and the school now exist.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Utilise the connections we have developed to ensure that there are lasting bonds between our Aboriginal families and the school. In 2023 we will work closely with the community to develop a visible presence within the school, demonstrating our commitment to Aboriginal culture and heritage.</p>
<p>Low level adjustment for disability</p> <p>\$123,730.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Grose View 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>• Data Informed Intervention</li> <li>• Other funded activities</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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Development of strong LST processes to support the learning needs of identified students. Assessment processes have been strengthened and brought in line with reading and mathematics processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> in 2023, the focus will be to strengthen the processes established in 2022 and continue to look for improvements in using data to identify students in need and target support accordingly.</p>
<p>Location</p> <p>\$4,550.09</p>	<p>The location funding allocation is provided to Grose View 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>• Other funded activities</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>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students receiving the opportunity to access extra-curricular activities.</p>

<p>Location</p> <p>\$4,550.09</p>	<p><b>After evaluation, the next steps to support our students will be:</b> continue to provide support as required for all students.</p>
<p>Professional learning</p> <p>\$17,379.26</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 Grose View 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>• Research-Based Pedagogy</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading, writing and the cognitive science which underpins effective teaching practices.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Development of in-depth knowledge of all teachers in phonics, spelling and Morning Routine (in particular grammar). Consistent instructional practices have been implemented in all classrooms across the school and all teachers have a sound understanding of the cognitive science which underpins research-based teaching.</p> <p><b>After evaluation, the next steps to support our students will be:</b> in 2023, the focus will be to utilise the increased understanding of staff in the area of cognitive science to develop a deep understanding of Explicit Instruction. Understanding of systematic synthetic phonics, Morning Routine and grammar will be strengthened and a focus on writing will be implemented in 2023.</p>
<p>Literacy and numeracy</p> <p>\$7,916.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Grose View Public School from Kindergarten to Year 6.</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>• Research-Based Pedagogy</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>• online program subscriptions (Training 24/7) to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all teaching staff have engaged with high-quality professional learning, focussing on content in English and pedagogical/research-based approaches to teaching and learning. All teaching staff have engaged in multiple opportunities to observe quality lessons and be observed. These observations and demonstrations have happened at Grose View Public School and at other schools involved in the SoLaR Collective.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to strengthen professional learning, observation/demonstration and coaching practices which have been implemented in 2022.</p>
<p>QTSS release</p> <p>\$46,428.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grose View Public School.</p>

<p>QTSS release</p> <p>\$46,428.08</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>• Data Informed Teaching and Learning</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>• 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> Additional executive time has been used to establish assessment processes during staff meeting time, as well organise observations, demonstrations and moderation of assessment tasks and worksamples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> implement the processes we have established at a school level, at a network level.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Grose View 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>• Data Informed Teaching and Learning</li> <li>• Instructional Leadership Development</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> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> effective implementation of research-based, high-quality Tier 1 processes in English to support all K-2 students. Implementation of high-quality systematic synthetic phonics lessons has resulted in improved reading results for all students in K-2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to strengthen phonics teaching and learning processes. Fluency and vocabulary will be will be targeted to improve students' reading and writing skills in 2023.</p>
<p>COVID ILSP</p> <p>\$89,680.00</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>• providing targeted, explicit instruction for student groups in literacy/numeracy - phonics/spelling and mathematics</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> targeted/identified students have received additional support in reading and mathematics. Students have made progress towards individual learning</p>

COVID ILSP

\$89,680.00

goals.

**After evaluation, the next steps to support our students will be:**  
continue to employ teacher to provide high-quality Tier 2 intervention to support Tier 1 teaching.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	136	139	137	137
Girls	100	110	105	105

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	94.9	92.2	84.4
1	94.1	91.5	92.1	83.6
2	92.4	93.6	91.7	85.0
3	93.5	90.4	92.6	81.6
4	93.2	94.1	91.7	83.7
5	92.8	90.9	93.4	81.3
6	92.9	91.0	90.9	83.9
All Years	93.4	92.4	92.1	83.4
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)	3
Classroom Teacher(s)	8.22
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*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 Actual (\$)
<b>Opening Balance</b>	323,303
<b>Revenue</b>	2,793,007
Appropriation	2,666,028
Sale of Goods and Services	2,105
Grants and contributions	120,650
Investment income	4,224
<b>Expenses</b>	-2,681,316
Employee related	-2,410,735
Operating expenses	-270,581
<b>Surplus / deficit for the year</b>	111,691
<b>Closing Balance</b>	434,993

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>	112,070
<b>Equity Total</b>	216,728
Equity - Aboriginal	35,892
Equity - Socio-economic	57,105
Equity - Language	0
Equity - Disability	123,731
<b>Base Total</b>	1,990,405
Base - Per Capita	61,148
Base - Location	4,550
Base - Other	1,924,706
<b>Other Total</b>	152,252
<b>Grand Total</b>	2,471,455

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

A number of surveys were conducted throughout 2022 to gather information from the community about the progress and performance of the school.

### Parent Survey

During 2022, the school ran a number of parent information sessions for parents about reading instruction at Grose View Public School. Parents were asked 5 questions about the effectiveness of the sessions in supporting their understanding of new approaches to reading at GVPS.

Parents indicated that their experience of the information sessions was on average 4.67 out of 5. When asked about their understanding of how reading was taught at GVPS after attending the sessions, parents rated their understanding 4.89 out of 5. Parents' understanding of the teaching methods at GVPS was 4.78. When asked about their confidence levels when supporting students in their reading homework, the rating out of 5 was 4. And 100% of parents wanted additional sessions to be run in 2023.

This feedback indicated that parents found the sessions very useful and it supported their understanding of the teaching methods, how reading was taught at GVPS and supporting this approach through homework at home. Parents weren't quite as confident with supporting reading homework, however, as they are wanting additional sessions in 2023, this will be a focus to ensure parents can support the quality practices happening at GVPS in 2023.

### Teacher Survey

During 2022, teaching staff engaged in professional learning sessions with teachers from 14 other schools. As Grose View Public School is leading this collective of schools, we surveyed all participants to ascertain their engagement with the professional learning being provided.

When asked to rate their day out of 5, the average score of the 180 participants was 4.22. Indicating an extremely high satisfaction rate for the professional learning offered. When asked about two key pieces of information teachers took away from the session, teachers responded with the following responses: feeling more confident with teaching grammar, loved the explicit instruction and the ability to take this straight to the classroom, learnt an amazing amount that is practical for the classroom, you need to thoroughly understand how grammar works before you can effectively teach it, you need to constantly revise grammar in the morning routine, need to redo the grammar modules in a few weeks to help in building my schema, not having been taught grammar formally at school myself it's good to be able to explain the why to students.

When asked about what challenged their thinking, teachers responded with the following responses: complex sentences, all the types of nouns, extra terminology within all of the grammar functions, the different types of sentences, writing different types of complex sentences, my lack of knowledge in grammar.

When asked what they would like to learn more about, teachers responded with: implementing this into Morning Routine (dem lessons for stage 1), reinforcing what was taught today through further completion of PL and personal reading, how to explicitly teach grammar, tips and tricks/ handy hints to assist me in remembering all of the 8 parts of speech, clauses, so much more to learn, understanding the sequence, knowing what to teach and to whom and what grammar links to the form of writing you are doing.

Through ratings and teacher responses, teachers found Professional Learning through the SoLaR Collective highly valuable. Responses are beginning to be more in-depth and demonstrate a greater understanding of what to teach and how to teach it.

# 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.