

# 2022 Annual Report

## The Grange Public School



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## Introduction

The Annual Report for 2022 is provided to the community of The Grange Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School vision

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

## School context

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

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

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

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

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

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

## Self-assessment and school achievement

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

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

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

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Data Driven Practices
- Effective Assessment

### Resources allocated to this strategic direction

**Socio-economic background:** \$30,984.00

**QTSS release:** \$28,902.50

**AP Curriculum & Instruction:** \$75,285.50

**Literacy and numeracy:** \$20,960.75

**Aboriginal background:** \$22,984.00

### Summary of progress

#### Overall Summary of Progress:

#### Student Growth and Attainment

Our focus for 2022 was to build the capacity of staff to make student assessment a part of everyday practice and to use student assessment data to reflect on teaching effectiveness and provide individualised and responsive learning opportunities in reading and numeracy.

School leaders and teachers worked together across 2022 to make student assessment and the data emerging from assessments in reading and numeracy more effective. At the beginning of 2022, the school leadership team reviewed and adjusted the Whole School Assessment Schedule and communicated this to school teams. The Whole School Assessment Schedule included internal assessments implemented by the school as well as a schedule for external assessments such as Check-in Assessment and NAPLAN. This schedule was communicated so that all teachers knew which assessments were being implemented across the year, the role they played in implementing the assessment and where they would be able to access student data to strengthen their understanding of student learning progress at key points in the year. In addition to this, the effectiveness of running records was enhanced through both professional learning as well as more effective recording and storage of running record information within Sentral. Running record assessment and data was further enhanced by setting clear benchmarks for levels and expectations within running records including accuracy of reading, fluency and comprehension. This provided teachers with clearer and more complete data on student reading behaviours. Within Mathematics, the school explored the Interview for Student Reasoning in Number and Place Value assessment. This provided teachers with data regarding how students apply their mathematical understanding of numbers and place value. This assessment was later used to support the implementation of the High Performing and Gifted Education Policy in the focus area of Mathematics which resulted in the data identifying students who were demonstrating deep knowledge of mathematical ideas. Finally, the school implemented the Progressive Achievement Test for reading and numeracy to measure the growth of student achievement in reading and numeracy in 2022. This data was then analysed to explore how much student growth occurred in reading and numeracy as cohorts and as individuals, allowing teachers and teams to reflect on the effectiveness of their teaching and to consider directions for 2023.

#### Future Directions:

- Next year in this initiative we will work with staff to use assessment to provide students with learning opportunities to reflect on their progress and inform future learning goals.
- In addition to this, the school will improve systems for the collection of meaningful internal data to monitor student growth and attainment in reading and numeracy across the year.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Reading Top 2 Bands</b>  There has been a 7.9% increase in the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading.	The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased by 9%.
<b>Numeracy Top 2 Bands</b>  There has been a 7.1% increase in the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy.	The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased by 0.19%.
<b>Reading Expected Growth</b>  An increase in the percentage of students between the lower bound target of 63.8% and the upper bound target of 68.8% achieving at or above expected growth in NAPLAN reading.	NAPLAN reading growth data is not available for Year 5 2022 as students were unable to engage in NAPLAN in 2020 due to COVID-19.
<b>Numeracy Expected Growth</b>  An increase in the percentage of students between the lower bound target of 58.6% and the upper bound target of 63.6% achieving at or above expected growth in NAPLAN numeracy.	NAPLAN reading growth data is not available for Year 5 2022 as students were unable to engage in NAPLAN in 2020 due to COVID-19.
<b>2022 Improvement Measure</b>  <b>Aboriginal Student Achievement</b>  Increase the % of students achieving the top 3 NAPLAN bands in reading and numeracy, while maintaining their cultural identity.	<ul style="list-style-type: none"> <li>• 50% of Year 3 and 5 students are achieving in the top three bands for NAPLAN numeracy which is 20.24% above the State.</li> <li>• 57% of Aboriginal students strongly agree that they feel good about their culture as reported in the TTFM survey. A further 21% of Aboriginal students agree that they feel good about their culture.</li> <li>• 36% of Aboriginal students strongly agree that teachers understand their culture as reported in the TTFM survey. A further 36% of Aboriginal students agree that teachers understand their culture.</li> </ul>
<b>2022 Improvement Measure</b>  <b>Aboriginal Student Achievement</b>  Increase the % of students achieving the top 3 NAPLAN bands in reading and numeracy, while maintaining their cultural identity.	<ul style="list-style-type: none"> <li>• 75% of Year 3 and 5 students are achieving in the top three bands for NAPLAN reading which is 31.17% above the State.</li> <li>• 57% of Aboriginal students strongly agree that they feel good about their culture as reported in the TTFM survey. A further 21% of Aboriginal students agree that they feel good about their culture.</li> <li>• 36% of Aboriginal students strongly agree that teachers understand their culture as reported in the TTFM survey. A further 36% of Aboriginal students agree that teachers understand their culture.</li> </ul>
<b>2022 Progress Measure</b>  <b>School Excellence Framework Measures:</b>  <b>Learning</b>  Element: Assessment <ul style="list-style-type: none"> <li>• Focus theme: Formative Assessment (S&amp;G)</li> <li>• Focus theme: Student Engagement (S&amp;G)</li> </ul> Element: Curriculum <ul style="list-style-type: none"> <li>• Focus theme: Teaching &amp; Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus elements Assessment, Curriculum and Data Skills and Use.</li> </ul>

Programs (S&G)

### **Teaching**

Element: Data Skills and Use

- Focus theme: Data Analysis (E)
- Focus theme: Data use in teaching (S&G)

## Strategic Direction 2: High Expectations Learning Culture

### Purpose

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

### Initiatives

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

- High-Quality Relationships
- High Expectations Learning Culture

### Resources allocated to this strategic direction

Per capita: \$9,000.00

Socio-economic background: \$19,492.00

### Summary of progress

#### High Expectations Learning Culture

Our focus for 2022 in this strategic direction has been to continually build on high-quality relationships between all members of the school community and regularly engage with parents and carers to inform and achieve high expectations of their children across all areas of school life, in particular, the importance of attendance at school. To further strengthen high-quality relationships within the school community, teachers continued to implement strategies from the Berry Street Education Model (BSEM) which focuses on strategies that strengthen relationships with students within the school and across the school community. In addition to this, we appointed a new leader to the Positive Behavior for Learning (PBL) team to strengthen safe, respectful and learning practices within the school

In 2022 the school's attendance procedures were updated and included several improvements. The process to identify students who were at risk of developing a pattern of habitual absences was simplified and the monitoring of strategies implemented to address attendance concerns became more effective. One of the most effective changes to the school's attendance procedures was the introduction of the daily, automated absence notification which provided parents and carers with an effective and convenient way to explain student absences. To further improve this process, the school began sending an automated SMS to families with unexplained absences at the end of each week to seek explanations for unexplained absences. Teachers were also provided with a weekly class report outlining unexplained absences for the week with the request to follow up on absences with families. Some additional proactive strategies included inviting our Home School Liaison Officer to our Kindergarten orientation day to speak with families about the important link between attendance and improved student achievement. Furthermore, we implemented a 100% Attendance Award was implemented. There has been a significant decrease in the percentage of unexplained absences since implementing the new procedures for explaining absences.

#### Future directions:

- Further strengthen relationships with parents and carers to inform and achieve high expectations of their children across all areas of school life, specifically attendance.
- Broaden the knowledge and skills of our staff members in the implementation of positive education models through school training in the Berry Street Education Model.

### 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>Attendance</b>  There has been an 8.3% increase in the percentage of students attending 90% of the time.	The attendance rate for the whole school in Semester 2 was 86% and 43% of the students (119) attended more than 90% of the time. This was an improvement from Semester 1 data.



<p><i>A decrease in the % of students attending &lt;80% of the time.</i></p>	
<p><b>Wellbeing</b></p> <p>There has been a 4.5% increase in the percentage of students reporting expectations for success, advocacy and a sense of belonging.</p>	<p>The percentage of students reporting positive wellbeing (expectations for success, advocacy and a sense of belonging) has increased by 5.16%</p>
<p><b>2022 Progress Measure</b></p> <p><b>School Excellence Framework Measures:</b></p> <p><b>Learning</b></p> <p>Element: Learning Culture (S&amp;G)</p> <ul style="list-style-type: none"> <li>• Focus theme: Attendance (S&amp;G)</li> <li>• Focus theme: High Expectations (S&amp;G)</li> </ul> <p><b>Teaching</b></p> <p>Element: Effective Classroom Practice (S&amp;G)</p> <ul style="list-style-type: none"> <li>• Focus theme: Explicit Teaching (S&amp;G)</li> <li>• Focus theme: Classroom Management (S&amp;G)</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus elements of Learning Culture and Effective Classroom Practice.</p>

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$66,002.00

**Professional learning:** \$10,000.00

**QTSS release:** \$28,902.50

**AP Curriculum & Instruction:** \$75,285.50

**Literacy and numeracy:** \$20,961.50

### Summary of progress

#### Educational Leadership for Excellence

Our focus for 2022, was to further build the capacity of our school leadership team to lead teaching and learning in our collaboration model.

Across the year, our school leadership team participated in Anne McIntyre's Three Rivers for Learning program which focuses on effective school leadership practices in schools. Throughout this program, our school leaders were engaged in professional learning outlining effective leadership practices, and participated in professional reading and discussions between sessions. The Three Rivers for Learning Program is highly regarded within the education community and its quality is recognised through a partnership with the University of Wollongong which on completion, results in half of a Master of Educational Leadership degree with the opportunity to complete the full Master of Educational Leadership degree at the University of Wollongong. All of the school leaders who participated successfully completed the Three Rivers for Learning program, earning credit for half of the Master of Educational Leadership degree.

Engagement in the Three Rivers for Learning program had a positive impact on our school's collaboration model. We successfully aligned school resources to improve the collaboration model, engaged teams in a shared vision for teaching and learning, engaged in co-leading and co-learning through our coaching and mentoring model, and implemented learning walks so that we could more effectively assess the impact of our professional learning on teaching practice. Aligning school resources provided opportunities for school leaders to work with teams on a fortnightly basis for professional learning, curriculum implementation and collaborative planning for teaching and learning. Furthermore, the alignment of our resources improved our coaching and mentoring model where every teacher in the school had regular opportunities to co-lead and co-learn with a school leader and work together in the classroom in the area of reading and numeracy. Data collected from our learning walks across 2022 indicate there have been whole-school improvements in teaching and learning practices connected to reading and numeracy.

#### Future directions:

- Engage emerging and aspiring leaders in professional learning across networks and contexts, specifically Anne McIntyre's Three Rivers for Learning, to share and gain expertise in evidence-based teaching practices with the intention of strengthening our collaboration model.
- Engage school leaders in professional learning communities, specifically Professor Hopkins' Curiosity and Powerful Learning to provide opportunities for collaborative decision-making around class, stage and whole school data to establish a collective responsibility for whole-school improvement.

### 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>Progressive Achievement Test (Reading):</b></p> <p>An increase in the percentage of students between the lower-bound target of 53% and the upper-bound target of 61% achieving at or above expected growth in reading as evidenced by PAT.</p>	<p>The percentage of Years 2-6 students achieving at or above expected growth in the PAT reading assessment is trending towards the lower-bound target.</p> <p>We are unable to report on at or above expected growth for our Year 5 students in our system-negotiated targets this year as NAPLAN was not undertaken in 2020 due to COVID. However, our PAT numeracy assessment data reported that 51% of Year 5 students achieved at or above expected growth.</p>
<p><b>Progressive Achievement Test (Numeracy):</b></p> <p>An increase in the percentage of students between the lower-bound target of 54.8% and the upper-bound target of 61.8% achieving at or above expected growth in numeracy as evidenced by PAT.</p>	<p>The percentage of Years 2-6 students achieving at or above expected growth in the PAT numeracy assessment is trending upwards towards the lower-bound target.</p> <p>We are unable to report on at or above expected growth for our Year 5 students in our system-negotiated targets this year as NAPLAN was not undertaken in 2020 due to COVID. However, our PAT numeracy assessment data reported that 68% of Year 5 students achieved at or above expected growth which is inline with our system-negotiated targets.</p>
<p><b>PLAN2- Phonological awareness K-1:</b></p> <p>An increase in the percentage of students in K-1 achieving at or above expectation in Phonological Awareness skills as evidenced by PLAN2 data.</p>	<p>The percentage of Year 1 students achieving at consolidating in phonological awareness skills as evidenced by PLAN 2 data is at 43.2%. It has been difficult to assess this progress measure consistently due to the impact COVID-19 had on school operations throughout 2020-2021.</p>
<p><b>2022 Progress Measure</b></p> <p><b>PLAN2- Quantifying Number K-1:</b></p> <p>An increase in the percentage of students in K-1 achieving at or above expectation in Quantifying Number as evidenced by PLAN2 data.</p>	<p>It has been difficult to assess this progress measure consistently due to the impact COVID-19 had on school operations throughout 2020-2021. In addition to this, the transition from PLAN2 to PLAN3 has seen Quantifying Number, our original improvement measure, change to Number and Place Value, which has added additional complexities. However, based on the data available, 47.8% of students have consolidated their skills in Number and Place Value.</p>
<p><b>2022 Improvement Measure</b></p> <p><b>School Excellence Framework Measures:</b></p> <p><b>Teaching</b></p> <p>Element: Learning and Development (S&amp;G)</p> <ul style="list-style-type: none"> <li>• Focus theme: Collaborative Practice and Feedback (S&amp;G)</li> <li>• Focus theme: Professional Learning (S&amp;G)</li> </ul> <p><b>Teaching</b></p> <p>Element: Professional Standards</p> <p>Focus theme: Improvement of Practice (S&amp;G)</p> <p>Focus theme: Literacy &amp; Numeracy focus (S&amp;G)</p> <p><b>Leading</b></p> <p>Element: Educational Leadership</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the focus element Learning and Development.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus element Professional Standards and Educational Leadership. However, the school has progressed to excelling in some of the themes which include Improvement of Practice, Instructional Leadership and High Expectations Learning Culture.</p>

- Focus theme: Instructional Leadership (S&G)
- Focus theme: High Expectations Learning Culture (S&G)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$71,346.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Grange Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* additional resources developed and adjustments provided to personalise learning and support for targeted students</li> <li>* extra teacher and/or school learning support officer (SLSO) time was provided to assist students with additional learning needs and ensure differentiated teaching and learning programs were provided for funded students</li> <li>* additional resources developed and adjustments provided to personalise learning and support for targeted students</li> <li>* extra teacher and/or school learning support officer time was provided to assist students with additional learning needs and ensure differentiated teaching and learning programs were provided for funded students</li> <li>* additional teachers and school learning support officers were available both in the classroom and playground to assist with personalised learning and support for funded students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue to work in partnership with School, DoE Services and External agencies to ensure Integration funding support (IFS) allocations support eligible students at The Grange Public School in mainstream classes who require moderate to high levels of adjustment.</li> </ul>
<p>Socio-economic background</p> <p>\$185,204.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Grange Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Effective Assessment</li> <li>• Data Driven Practices</li> <li>• High Expectations Learning Culture</li> <li>• High-Quality Relationships</li> <li>• Collaborative Practice in Professional Learning Communities</li> <li>• Instructional Leadership To Support A Culture Of High Expectations.</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>• utilising the 0.3 FTE allocation to support the school's well-being initiatives to increase student engagement and ensure all children have equal access to the curriculum</li> <li>• individualised and small group wellbeing initiatives implemented to allow children to re-engage successfully in the curriculum. This allocation is also used to drive SD2- High Expectations Learning Culture</li> <li>• providing individualised support and whole class support using evidence-based practices such as Zones of Regulation and Berry Street Trauma-Informed Practices (BSEM)</li> </ul>

<p>Socio-economic background</p> <p>\$185,204.00</p>	<ul style="list-style-type: none"> <li>• providing teachers with coaching and mentoring to assist with student engagement and classroom management</li> <li>• utilising SLSOs to provide students with small group and individualized interventions to close the gap in literacy and numeracy outcomes. Interventions are monitored as part of the schools Learning and Support Team</li> <li>• employing SLSOs to provide targeted well-being initiatives and assist in re-engaging children in teaching and learning programs</li> <li>• providing students without financial support for educational materials, uniforms, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* employment of a Deputy Principal Higher Duties Curriculum and Wellbeing</li> <li>* implementation of the schools learning and development model which includes collaboration sessions, coaching and mentoring and learning walks</li> <li>* employment of School Learning and Support Officers (SLSO) to support Literacy, Numeracy and Wellbeing Initiatives</li> <li>* all staff engaged in regular Professional Learning focusing on Berry Street Education Model (BSEM) and Trauma-Informed Practices</li> <li>* financial support provided to students/ families, ensuring all students had access to learning opportunities and learning materials. (eg. access to technology subscriptions, incursions, and uniforms).</li> <li>* 72% of students had a positive sense of belonging as reported in the TTFM survey</li> <li>* 74% of students had positive relationships with their peers as reported in the TTFM survey</li> <li>* the school mean for Advocacy at School was 8.1. The NSW govt Norm was 7.7.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue to implement the school learning and development model to further enhance staff pedagogical knowledge and teaching practice</li> <li>* continue to implement Literacy and Numeracy initiatives to support whole-class and targeted interventions</li> <li>* build upon Berry Street Education Model (BSEM) practices to support whole-school well-being initiatives. All teaching staff will be trained in Berry Street Education Model (BSEM) in 2023</li> <li>* implement whole-school well-being initiatives/ programs to increase students' sense of belonging and advocacy at school. This will be supported through the Chaplaincy program.</li> </ul>
<p>Aboriginal background</p> <p>\$40,806.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Grange Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <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>• Effective Assessment</li> <li>• Data Driven Practices</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 an additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• staffing release to support the development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural competency.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* 57% of Aboriginal students strongly agree and 21% agree that they feel good about their culture as reported in the TTFM survey</li> <li>* 36% of Aboriginal students strongly agree that teachers understand their</li> </ul>

<p>Aboriginal background</p> <p>\$40,806.00</p>	<p>culture. A further 36% agree that teachers understand their culture</p> <ul style="list-style-type: none"> <li>* 75% of Aboriginal students (Year 3 and 5) achieved in the top 2 bands for NAPLAN Reading</li> <li>* 50% of Aboriginal students (Year 3 and 5) achieved in the top 3 bands for NAPLAN Numeracy</li> <li>* a high percentage of students engaged in learning about their culture through the Culture Club</li> <li>* 100% of students had a Personalised Learning Plan (PLP) which included a culture goal as well as a literacy and/or numeracy goal</li> <li>* all staff engaged in Aboriginal history and culture professional learning online modules.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue to establish an authentic and effective whole-school approach to Personalised Learning Plan (PLP) implementation</li> <li>* seek external support from the Aboriginal Support Team to facilitate professional learning in the development of Personalised Learning Plans (PLP)</li> <li>* ensure targeted reading and numeracy support is embedded in Personalised Learning Plans (PLPs) and linked to school-determined targets</li> <li>* continue to build on our Junior AECG through regular meetings and provide opportunities for student voice to emerge in this context.</li> </ul>
<p>English language proficiency</p> <p>\$91,778.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Grange Public School.</p> <p><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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the delivery of targeted initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for the development of programs</li> <li>• withdrawal lessons for a small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling professional learning to staff</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• engagement in professional learning within EALD networks.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* accurate funding of students based on quality assessment and evaluation of EAL/D scales</li> <li>* increased confidence of students academically and socially due to exposure to the language.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* develop consistent school-wide processes and practices for the enrolment of new arrival families</li> <li>* continue with a numeracy focus in K-6 by working alongside colleagues in collaboration sessions to provide an EALD perspective</li> <li>* provide professional learning for staff around effectively catering for the needs of EAL/D students with a strong focus on oral language.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$156,275.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Grange Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$156,275.00</p>	<ul style="list-style-type: none"> <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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <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>• employment of LaST and interventionist teacher.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* funding under Low-Level Adjustment for Disability 1.0 provided an opportunity to employ additional staff (LAST) to work with students identified through internal processes and NCCD</li> <li>* engage an additional SLSO to work with targeted students in the classroom and support play during break times</li> <li>* number of students supported through LST in 2022: 79 and 8 preschoolers</li> <li>* number of access requests completed in 2022: 5 and 7 pre-school kindergartens in 2023</li> <li>* number of support unit placements offered in 2022: 4 and 6 pre-school</li> <li>* integration funding support received in 2022: \$134 707.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue to provide direct and timely specialist assistance to students with disability and additional learning and support needs</li> <li>* provide targeted and individualized support to individuals and groups of students</li> <li>* support teachers to implement evidence-based programs to assist students with additional learning and support needs in classrooms</li> <li>* employment of an additional LAST to support literacy and numeracy intervention/ support in classrooms</li> <li>* establishment of 2 Support units (AU/ IO).</li> </ul>
<p>Professional learning</p> <p>\$21,741.00</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 The Grange 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>• Collaborative Practice in Professional Learning Communities</li> <li>• Other funded activities</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>• ensure all staff have access to Staff Development Days, Collaboration and additional Professional Learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* consistency of delivery of Professional Learning across the school K-6</li> <li>* consistency of understanding for staff in the use of data used in planning lessons that challenge and engage students</li> <li>* whole school consistency in the implementation of the school plan to build competence in working towards school learning goals and success criteria.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* ensure consistency in delivering Professional Learning that reflects our learning and development model, allowing all staff to participate in collaboration, coaching and mentoring and learning walks/ feedback.</li> </ul>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>



<p>\$41,922.25</p>	<p>literacy and numeracy learning needs of students at The Grange 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>• Effective Assessment</li> <li>• Data Driven Practices</li> <li>• Collaborative Practice in Professional Learning Communities</li> <li>• Instructional Leadership To Support A Culture Of High Expectations.</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></p> <ul style="list-style-type: none"> <li>* updated reading and numeracy resources to meet the needs of students and facilitate the implementation of the new English and Mathematics Syllabus K-6.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* ensure staff have access to appropriate resources to facilitate the implementation of the new curriculum</li> <li>* allocate appropriate resources to support the teaching and learning of Literacy and Numeracy.</li> </ul>
<p>QTSS release</p> <p>\$57,805.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Grange Public School.</p> <p><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>• Effective Assessment</li> <li>• Data Driven Practices</li> <li>• Collaborative Practice in Professional Learning Communities</li> <li>• Instructional Leadership To Support A Culture Of High Expectations.</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>• executive provided with additional release time to support classroom programs and support the school's educational Leadership Model</li> <li>• employment of instructional leaders.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* high-quality professional learning implement during literacy and numeracy collaboration sessions</li> <li>* all staff had access to coaching and mentoring</li> <li>* co-leading and co-learning in classrooms</li> <li>* all staff developing quality data literacy skills.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* future professional learning for 2023 was identified as quality literacy and numeracy instruction in the classroom to enhance teaching and learning</li> <li>* K-2 and 3-6 Syllabus implementation.</li> </ul>
<p>COVID ILSP</p> <p>\$177,589.00</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</b></p>

<p>COVID ILSP</p> <p>\$177,589.00</p>	<p><b>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 the progress of student groups</li> <li>• employing/releasing teaching staff to support the administration of the program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* additional support was provided to identified students in Years 1-6, in literacy and/or numeracy through small group tuition.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* improve the process for identification, selection and monitoring of students for intervention</li> <li>* provide regular professional learning to staff in the area of assessment, specifically assessments which are regularly used to inform intervention</li> <li>* embed a culture where intervention is integrated into the classroom as opposed to withdrawal.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	165	154	144	130
Girls	155	160	153	132

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.4	90.3	85.5	79.9
1	89.8	91.0	89.5	83.7
2	89.9	93.0	90.2	85.2
3	88.7	90.8	91.0	85.6
4	90.8	92.2	90.6	84.4
5	91.4	92.5	92.0	88.2
6	89.5	91.1	89.3	86.1
All Years	89.8	91.5	89.6	84.9
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)	4
Classroom Teacher(s)	8.62
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	0.4
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	553,617
<b>Revenue</b>	3,697,180
Appropriation	3,603,486
Sale of Goods and Services	5,974
Grants and contributions	83,585
Investment income	3,935
Other revenue	200
<b>Expenses</b>	-3,342,883
Employee related	-2,928,712
Operating expenses	-414,170
<b>Surplus / deficit for the year</b>	354,297
<b>Closing Balance</b>	907,914

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>	71,346
<b>Equity Total</b>	474,064
Equity - Aboriginal	40,806
Equity - Socio-economic	185,204
Equity - Language	91,778
Equity - Disability	156,275
<b>Base Total</b>	2,058,922
Base - Per Capita	75,046
Base - Location	0
Base - Other	1,983,876
<b>Other Total</b>	329,406
<b>Grand Total</b>	2,933,738

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

### Parent Feedback and Reflections:

Parent feedback was sought through online surveys such as TTFM.

#### Strengths:

- \* Parents feel welcomed at the school (school 7.8- NSW Government Norm-7.4)
- \* Parents are informed (school 7.1- NSW Government Norm- 6.6)
- \* Parents support learning at home (school 7.1- NSW Government Norm- 6.3)
- \* The school supports learning (school 7.2- NSW Government Norm- 7.3)
- \* The school supports positive behaviour (school 7.7- NSW Government Norm- 7.7)
- \* Safety at school (school 7.7- NSW Government Norm- 7.4)
- \* The Grange is viewed as an inclusive school (school 7.2- NSW Government Norm- 6.7)
- \* 83% of parents believe the school is well maintained
- \* 94% of parents believe the physical environment is welcoming
- \* 97% of parents expect their child to complete Year 12
- \* 82% of parents expect their child to go to university

#### Opportunities for improvement:

- \* provide more opportunities for parents to connect with teachers to support student learning.
- \* increase the percentage of parents involved in school committees.

### Student Feedback and Reflections:

Student feedback was sought through online surveys such as TTFM.

#### Strengths:

- \* Advocacy at school (school 8.1- NSW Government Norm- 7.7)
- \* Positive teacher-student relationships (school 8.5- NSW Government Norm- 8.4)
- \* Positive learning climate (school 7.2 - NSW Government Norm- 7.2)
- \* Expectations for success (school 8.6 - NSW Government Norm- 8.7)
- \* 76% of students expect to go to university
- \* 75% of children feel proud of their school, 20% Neither agree or disagree

#### Opportunities for improvement:

- \* further increase the percentage of students who report a positive sense of belonging.
- \* continually increase the percentage of students engaged and motivated in their learning.

### Teacher Feedback and Reflections:

Teacher feedback was sought through online surveys such as TTFM.

#### Strengths:

- \* Staff report factors relating to leadership as 8.3 (NSW Government Norm 7.1)
- \* Staff report factors relating to Collaboration as 8.5 (NSW Government Norm 7.8)
- \* Staff report factors relating to leader culture as 8.1 (NSW Government Norm 8.0)
- \* Staff report factors relating to leadership as 8.3 (NSW Government Norm 7.1)

**Opportunities for improvement:**

- \* develop the capacity of teachers to better assess work in regard to the allocation of an A to E grading.
- \* increase opportunities for students to receive feedback.

# 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.