Grose View Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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 school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Grose View Public School is a dynamic, future–focused learning environment that promotes the development of the whole child and empowers students to be creative, critical and considered thinkers with strong identities as learners. We work collaboratively and constructively within and beyond our community to take learning beyond the classroom and contribute positively as global citizens.

School context

Grose View Public School is situated in the picturesque surrounds of the Hawkesbury Valley. Our semi–rural community offers the best of both worlds; close proximity to the vibrant and dynamic cultures of the Sydney metropolitan, while enjoying the lifestyle and community spirit of the country.

Grose View PS enrolment is currently 223 students. Our school is one of the larger schools in the district and enjoys a close and productive relationship with the neighbouring schools, university and local business groups.

We are committed to forging partnerships within and beyond our community that are strong, dynamic, productive and reciprocal. Our intention is to take learning beyond the classroom and position Grose View Public School as a truly global place of learning.

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 school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Analysis, Planning & Action

Purpose

To achieve strong value–added growth in learning for every student, every year, by making learning visible to students and teachers through targeted data analysis, strategic planning, action and evaluation.

Improvement Measures

All students achieving a minimum of one year's growth for one year's teaching in literacy and numeracy

Students can articulate their learning goals and understand themselves as learners

A target of 50% of Year 3 and 5 students performing in the top 2 bands in numeracy

A target of 50% of Year 3 and 5 students performing in the top 2 bands in literacy

Progress towards achieving improvement measures

Process 1: Professional development of staff to address targeted teaching and learning priorities identified through the learning sprint, visible learning and PIVOT research process

Evaluation	Funds Expended (Resources)
Analysis of student assessment data indicates positive upward trends in the percentage of students achieving one year's growth for one year's teaching. Analysis of NAPLAN data shows the percentage of students in the top 2 bands for reading rising to 46.2% (up 14.8% on 2018) and in numeracy rising to 29.9% (up 8.3% on 2018). Staff proficiency in the analysis of student data to drive evidence informed decisions is reflected in teacher programs, student work samples and formative assessment tasks.	Visible Learning professional learning budget and additional professional learning funds to support Visible Learning Leadership Team to plan and implement the initiative. PIVOT professional learning support. PIVOT Team established. **Funding Sources:** • Professional Learning ($12420.00)

Process 2: Implement a range of strategies to improve student engagement in learning and develop their understanding of themselves as learners

Evaluation	Funds Expended (Resources)
Survey data extracted from the PIVOT student surveys and Visible Learning (What makes a good learner) surveys demonstrate that there has been significant improvements in the ability of students to articulate their understanding of themselves as learners. Students are able to describe their learning in reference to specific learning intentions and success criteria. All classes have also participated in Critical and Creative Thinking crunches, but further in–class extension of concepts varied in depth across classes. Greater consistency across individual classes is still required. STEAM lessons continue to support in–class learning and application through Think Share Act and Think Blast.	Critical and Creative Thinking crunch cards and lesson plans. Stem Share resources.

Next Steps

Grose View Public School will nominate to continue with the PIVOT program and seek approval to engage with a partner school. Engagement with a partner school will support our efforts to increase our professional reach across our learning community and improve our stakeholder partnership strategies as outlined in Strategic Direction 3. The Visible Learning Leadership Team will continue to embed Visible Learning into teacher pedagogy and integrate the professional learning

from PIVOT into this process. PIVOT and Visible Learning will continue to be integral components of our teacher professional improvement processes.

Grose View Public School 4483 (2019)

Strategic Direction 2

Collaboration, Reflection & Trust

Purpose

To develop and deliver high quality professional practice from all staff, within a culture of collegial trust, collaboration, support and ongoing reflection.

Improvement Measures

All teachers using evidence–based effective teaching strategies, monitoring student learning improvement and demonstrating growth

Stage–based evidence of embedded and explicit professional dialogue, collaboration, classroom observation, modelling and teacher to teacher feedback

Progress towards achieving improvement measures

Process 1: Collaborative analysis of student data and strategic planning using the Learning Sprint framework

Evaluation	Funds Expended (Resources)
The use of Equity funding and Quality Teaching Successful Students (QTSS) funding has enabled Executive staff to actively collaborate with all teaching and support staff in professional dialogue and evidence–based effective teaching strategies. This has resulted in further refinement of the Learning Sprint focus for 2020 to become a whole–school approach with a focus on new school targets, gaps in syllabus delivery, cross–stage planning and whole–of–staff collaboration.	Equity funding for teacher data analysis and strategic planning. **Funding Sources:** • Equity Funding ($4000.00)

Process 2: Visible Learning Leadership Program: A whole–school 3 year professional development program in partnership with two local primary schools

Evaluation	Funds Expended (Resources)
The Visible Learning Leadership Program has increased the capacity of teaching staff to work collaboratively, within and across stages, to use learning intentions and success criteria to drive student learning. This has been developed across all stages for mathematics and aligned to PIVOT data.	Equity funding. **Funding Sources:** • Equity Funding ($2000.00)

Next Steps

A priority for our school moving forward will be the opportunity to extend our collaborative partnerships. Teaching and support staff have made significant progress in their use and application of the Learning Sprint framework for student data analysis, planning and action. Our next steps will be focused on extending this strategy beyond our school gate to actively engage with schools within our network to drive collective improvement.

Strategic Direction 3

Leadership, Expertise & Innovation

Purpose

To promote and nurture leadership development at all levels, and establish our school as a centre of expertise in best–practice, innovative, and evidenced–based teaching and learning within and across our learning community of

Improvement Measures

Each member of the school executive team to be actively leading or supervising a leadership development program and/or coaching teachers seeking accreditation at highly accomplished or lead

Our school to be actively engaged in leading, supporting or coaching one or more schools in a professional improvement process

Progress towards achieving improvement measures

Process 1: Develop and implement a school–based coaching, mentoring and leadership induction program and professional learning experience for potential or aspiring leaders and for staff seeking accreditation at proficient, highly accomplished or lead

Evaluation	Funds Expended (Resources)
Grose View PS staff have actively engaged in leading the development and delivery of the new science syllabus professional learning for the Colo Learning Community of schools. In collaboration with Comleroy Road PS, Grose View PS staff have identified the development of the following priority areas for 2020: PIVOT across two schools, spelling (sound waves), writing (7 Steps) and Think Blast.	Curriculum consultants – science. Colo Learning Community. **Funding Sources:** • Professional Learning ($2000.00)

Process 2: A school–wide focus on staff engagement and commitment to the development and delivery of innovative improvement processes and practices in the way we do business

Evaluation	Funds Expended (Resources)
Executive staff are actively leading and/or supervising the leadership development of staff under a new Executive support model. An evaluation of this model and feedback to Executive has highlighted a positive response to the program's whole–school focus and capacity for off–class executive support.	Quality Teaching, Successful Students

Next Steps

The professional development and improvement of school staff remains a priority, particularly for new staff or those aspiring to leadership positions. The next area of focus will be the development of opportunities for individuals or teams to lead professional improvement practices beyond our school gate. Our school will prioritise community engagement to enhance student learning, with a particular focus on stakeholder engagement. This will present opportunities for staff to lead initiatives that reach beyond our school and to engage with expertise not currently available within our team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($16 537.00)	In 2019, Aboriginal funds were used to implement the Aboriginal 8–Ways Pedagogy into teaching and learning programs across K–6. Attendance at Aboriginal Network meetings and local AECG meetings further enriched our knowledge of applying the 8–Ways Pedagogy across all Key Learning Areas of the curriculum. Funds were also used to implement hearing and speech assessments for our Aboriginal students. Personalised Learning Pathways documents were created in consultation with families and NAIDOC Day planning gave students access to cultural activities. Future Aboriginal funds combined with School and Community funds will be spent on the planning and design of a cultural learning space underpinned by the Aboriginal 8–Ways of Learning in 2020.
Low level adjustment for disability	Learning and Support Teacher $85,373 School Learning and Support Officer $31,535 **Funding Sources:** • Low level adjustment for disability ($116 908.00)	Learning and Support Teacher employed 4 days a week to support identified student needs. Additional flexible funding used to increase the allocation of School Learning and Support Officers for students with complex learning needs
Quality Teaching, Successful Students (QTSS)	Executive released off class to provide targeted support across the school. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($39 378.00)	Executive staff were released off class to provide targeted support in literacy/numeracy and student engagement across K–6. This was carried out through a coaching/mentoring and team teaching approach. Students and staff benefitted greatly from utilising expertise provided to build capacity of staff and ultimately improve student learning outcomes.
Socio–economic background	Classroom teachers School Learning Support Officers **Funding Sources:** • Socio–economic background ($32 930.00)	Funds used to enable teachers to engage in data analysis, collaboration and planning for targeted student improvement strategies. Additional funds were also used to provide targeted support to students in response to data analysis and strategic planning

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	118	119	125	136
Girls	116	104	99	100

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.5	95.6	95.7	95.1
1	95.9	94.6	93	94.1
2	95	94.4	95.4	92.4
3	96.1	95.2	93.7	93.5
4	96.5	94.6	92.9	93.2
5	95.3	94.4	90.8	92.8
6	95.8	93.1	92.2	92.9
All Years	95.8	94.5	93.5	93.4
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.15
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	302,978
Revenue	2,286,562
Appropriation	2,118,698
Sale of Goods and Services	1,497
Grants and contributions	163,036
Investment income	3,330
Expenses	-2,245,090
Employee related	-2,009,178
Operating expenses	-235,912
Surplus / deficit for the year	41,472

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	84,967
Equity Total	166,375
Equity - Aboriginal	16,537
Equity - Socio-economic	32,930
Equity - Language	0
Equity - Disability	116,908
Base Total	1,698,782
Base - Per Capita	52,559
Base - Location	3,816
Base - Other	1,642,407
Other Total	129,779
Grand Total	2,079,903

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

The school actively engages with the broader school community and Parents and Citizens Association. Students and parents have been routinely surveyed about school performance. Currently the school is focused on staff and student surveys through the use of the PIVOT program.

In 2019 Grose View participated in two PIVOT surveys. The first survey was done in the middle of the year and the second survey was completed at the end of the year. Our results during the first cycle showed there were some inconsistencies in relation to behaviour management. We were able to go through our PBL strategies with staff and refresh our 1–2–3 MAGIC skills. From this data classroom teachers also created their STOP behaviours. Our data also showed that our students felt that their teachers treat them with respect. Students felt that their teachers can teach in many different ways and can help them to learn in different settings. Students indicated that their teachers also push them to learn throughout the day. In Term 4 we went through the process again and our results changed dramatically. Our results showed again that our students felt really comfortable with their teachers. Students were also more confident in using Learning Intentions and Success Criteria in their learning.

Following the implementation of a new executive structure in 2019, staff were surveyed as to the strengths and areas for improvement of the structure. Staff indicated that they found it beneficial to have the executive off class to support students and staff in the classroom. A K–6 approach was another area of strength under the new structure. Staff indicated that a more consistent approach to Learning and Support staff in rooms could be of benefit in the future. All staff appreciated the increase in teacher autonomy in relation to making decisions.

The community continues to demonstrate strong support for the school through such initiatives as Country Fete, school performances and fundraising events. The community has been actively engaged in uniform and canteen manager surveys and planning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.