

# Granville South Public School

## Annual Report



2066

## Introduction

The Annual Report for 2016 is provided to the community of **Granville South 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.

Karen Macphail

Principal

### School contact details

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9632 9388

### Message from the school community

#### P&C 2016 Report

It gives us great pleasure to report on behalf of the 2016 Year of Granville South Public School P&C Association.

Firstly, and most importantly I would like to thank the whole P&C committee for all its work throughout the year. The efforts from our committee to keep our P&C strong and actively functioning has been amazing. To our Executive Team, we realise time is precious so your commitment and efforts is very much appreciated. Thankyou to all the P&C committee, for your input, ideas, discussions and time for our meetings which is valuable to our successful operation! To our parents who attend our meetings in support, thank you for your input and your attendance is very much valued.

The P&C could not function properly without a strong, respectful and friendly relationship with every staff member at Granville South Public School. The relationship between the school and Granville South Public School P&C is positive and works collaboratively to achieve the best outcomes to support the children's educational and learning needs.

Fundraising to us is all about working together. We should be proud of what we achieve and the manner in which we do it. It would be amiss not to also thank our local businesses and community groups who assist in opportunities to fundraise.

Our fundraising efforts have again been very successful. We had many successful fundraising events this year. including the Mother's Day stall, Father's Day Stall, Easter raffle, car wash, cake stall, the toy fundraiser, our bbq back in June and who can forget our Arabic cultural/farewell bbq to farewell our outgoing Principal Mr Hawkins.

With the money, we have raised, P&C was able to purchase boomerangs for NAIDOC week, Year 6 t-shirts, providing school hats for our kids, the Year 6 end of year excursion and contributed to helping with the cost of buses for the school movie day.

P&C helped to raise funds this year for the Cancer Council by holding a Biggest Morning Tea in June and our Genes for Jeans Day in August. A big thank you to Mrs Youssef, we really appreciate your time and effort for taking the time out every Tuesday morning to do the school banking for our students at school.

P&C would also like to thank all guest speakers that attended our meetings throughout the year and look forward to having many more join us next year.

I can only encourage our whole parent body to participate and be active, again be it small or large it's about being a united body, assisting our school and community, and providing for our children.

Thank you again for all your support, I appreciate the opportunity in this role to be involved in our fantastic school and I wish our P&C all the very best for 2017.

**P&C President**

**Sahar Hosari**

## School background

### School vision statement

Granville South Public School has been a family friendly community school since 1889. We value change and we have been reinventing and updating our school story for 127 years. We see education as a life long journey of self improvement and self discovery.

Our school promotes inclusivity, diversity and we see our school as a ladder of opportunity. We challenge, extend and motivate students to become successful learners.

We learn the lessons of history. We study our 19th and 20th century school history, our local Granville history and our national and international history. This shapes who we are and it also shapes our contribution to the 21st Century global community.

We are young and vibrant 21st Century learners.

We read for meaning and for pleasure. We create, we explore and we connect. We ask you not just to support our learning journey but to join us on our journey as equal partners.

Made in Granville for a global future.

### School context

Granville South PS has been located on bustling Woodville Road with a rich history of change and reinvention since 1889. We serve a very diverse community of privately owned residential and rental housing. The population of the school is 325 students and growing. More than ninety percent of students come from a non-English speaking background with a very small number of Torres Strait Islander students. We acknowledge and celebrate everyone equally. Our hard working parents make financial sacrifices to assist their kids and our parents value education very highly. Our school story mirrors the modern Australian story of new migrants in a new country creating a global future by learning from the past.

Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. A comprehensive curriculum complements our core values and is characterised by a strong focus in literacy, numeracy, technology, sport and the performing arts. Proactive wellbeing programs such as Positive Behaviour for Learning and our Emotional Regulation Group provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

Students are celebrated as safe, respectful learners with awards for merit and citizenship. The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Year 1 to Year 6. Parents, community members and our local schools play a vital role in the life of the school.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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 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.

The following findings were identified from our school self-assessment using the *School Excellence Framework* and our school achievements. The *Excellence 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.

At the end of 2016 staff discussed the *School Excellence Framework* and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated in our professional learning sessions to thoroughly examine the School Plan to determine elements of the *School Excellence Framework* that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our school participated in a program called 'Curiosity and Powerful Learning'. This is a two year commitment with the core purpose being a rigorous school improvement process for leaders and teachers. It provided our school with the opportunity to develop awareness of the big ideas of; teaching for curiosity and learning skills; inside out working; intrinsic motivation; the journey to excellence as a universal school improvement platform; how and when to employ leadership frameworks during the school improvement process; and the importance of narrative across the classroom, school and system. At our school there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive and respectful relationships ensure productive learning environments for every child and well developed policies and programs identify, address and monitor student learning needs. The implementation of the Positive Behaviour for Learning (PBL) is supporting our school's evaluation and review of our whole school approach to behaviour management and student wellbeing. Quality teaching and professional practice are evident in every learning environment; providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Our school is in the process of refining our explicit processes to collect, analyse and report internal and external student performance data.

In the domain of Teaching, all teachers have high expectations in place so that students can engage in learning productively and with minimal disruption. In the area of numeracy, teachers worked closely with Carol Spencer (numeracy consultant) to upskill their teaching pedagogy with a firm focus on improving student learning outcomes. Teachers routinely review previous content and preview the learning planned for students in class. Student assessment data is analysed and used to understand the learning needs of students and data analysis informs our school's learning goals and monitors progress towards them. The introduction of stage planning days allowed teachers to work together to improve teaching and learning and the change in the way we run stage meetings ensured staff the opportunity to regularly evaluate programs as well as the assessment of student outcomes. Our teachers participated in relevant and meaningful professional learning targeted to our school's priorities as well as their own professional needs and our beginning teachers were teamed up with an experienced teacher mentor so as to develop identified areas of need. Our teachers understand and implement professional standards and curriculum requirements and all have professional learning goals as part of the school's performance and development processes.

In the domain of Leading, our priorities have been to further develop leadership roles within the school. Roles such as teacher mentors were successfully introduced and further enhanced the capacity of our experienced teachers. Our school articulates a commitment to equity and high expectations for learning for every child and is responsive to changing needs.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

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For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Students Who Know How to Learn

#### Purpose

To improve student learning, self-direction and learning outcomes. High quality teaching practices will result in rich, engaging and differentiated learning. To support opportunities for student and staff leadership where individuals strive for innovation and improvement within local and global communities.

#### Granville Learning Community of Schools

To build capacity across the community of schools to maximise high quality teaching and learning by establishing professional collegial relationships in the Granville area.

#### Overall summary of progress

Employing a Deputy Principal, Curriculum and external expertise has enabled the teachers to be professional developed in order to provide quality, differentiated teaching. Carol Spencer worked alongside all teachers in order to upskill them in the area of numeracy. Explicit lessons were modelled and then observed. Executive members worked extensively with stage teams to support them with assessment and consistent teacher judgement. Observations of lessons by executive members enabled teachers to get critical and effective feedback on their teaching practices.

Teachers participated in the Curiosity for Learning program, this will continue in 2017.

Learning Intentions and Success Criteria was not implemented in all classrooms. This will be a focus in 2017.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)                                      | Progress achieved this year   | Funds Expended (Resources)  |
|---|---|---|
| <b>100% of teachers implementing Learning Intentions and Success Criteria daily.</b>    | Due to the high turn over of staff, only 60% of teachers were using Learning Intentions and Success Criteria daily. Other teachers were using them irregularly. | Time for teachers to meet re: PDP's and Classroom observations (\$4800) |
| <b>100% of teachers achieving goals aligned to their Performance Development Plans.</b> | Teachers recorded achieving some of their goals, however goals that were not achieved have been transferred to their 2017 Performance Development Plans.        | Carol Spencer: Numeracy (\$5500)  |
| <b>40% of teachers working towards accreditation or maintenance.</b>                    | 66% of our beginning teachers have finished their accreditation.  |   |

#### Next Steps

Analysis of PLAN and NAPLAN data

Professional learning in how to teach writing more effectively

Classroom observations and modelling of lessons by Instructional Leaders

Professional learning to update all teachers on Learning Intentions and Success Criteria

Learning Intentions and Success Criteria to be implemented in writing lessons

Formalise Performance and Development Plan process

Ongoing analysis of student data and tracking systems to enhance our focus on impact to drive teaching and learning programs.

## Strategic Direction 2

### Student Engagement and Well-Being

#### Purpose

To improve student engagement and wellbeing through the provision of an inclusive environment that supports the learning, social and emotional needs of all students.

#### Granville Learning Community of Schools

To build capacity across the community of schools to maximise wellbeing outcomes and engagement for students by establishing discourse across schools and consultancy partners and make links to best practice.

#### Overall summary of progress

Student wellbeing was a large focus in 2016. The relaunch of the Positive Behaviour for Learning was held and a more school wide and systematic approach to behaviour management was implemented. A new positive reward system was put in place which focused on students being a safe, respectful learner. Students were able to articulate the school rules and what they should look like in a variety of settings.

The learning and support team continued to be high functioning and supported teachers and students in a variety of ways such as targeted intervention, intervention strategies and / or counsellor referrals. The team also liaised with outside agencies and worked closely with family to ensure that each individual child's needs were being met. PBL will continue into 2017 and we will be reviewing our School Discipline Policy.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended (Resources)   |
|--|---|--|
| 80% of students in K–2 achieve benchmark state targets of L8 Kinder and L18 Y1 and L28 Yr.2. | 52% of students in K–2 achieved benchmark targets in reading.   | Updating of benchmarking kits (\$900)                                      |
| 75% of students in Years K–2 achieve expected cluster in writing                             | 28% of students in K–2 achieved expected cluster in writing.  | Supplement guided reading materials to support student engagement (\$3000) |
| 75% of students in Years 3–6 achieve expected cluster in writing                             | 34% of students in Years 3–6 achieved expected cluster in writing.  | 'Soundwaves' K–6 phonics program (\$2600)                                  |
| 75% of students in Year 3 achieve+ benchmark state target of L30+                            | 35% of students in Year 3 achieved state target in reading.   | Reading Recovery assessment training (\$1020)                              |
| All Aboriginal students achieve learning gains in literacy and numeracy                      | Through creation, implementation and revision of 'Personalised Learning Pathways' all students of indigenous background achieved learning gains in literacy and numeracy. |  |
| Increase in the number of student led projects   |   |  |



## Next Steps

Refamiliarise staff with Positive Behaviour for Learning

Explicit teaching of school rules and school values

Analysis of behaviour incidences to drive specific PBL lessons

Implementation of explicit social and emotional learning lessons

Personalised Learning and Support Plans written in collaboration and implemented for all students identified as having additional learning needs

Professional learning around the Wellbeing Framework and Behaviour Code

Personalised Learning Pathways (PLPs) written in collaboration with student and parents for all our Aboriginal and Torres Strait Islander students.

## Strategic Direction 3

### Students Who Connect with our Community

#### Purpose

To engage the broader community through innovative communication strategies. To develop an interconnected learning community that values and fosters strong connections within and beyond the school for the purpose of improving outcomes for students.

#### Granville Learning Community of Schools

To build capacity across the community of schools to maximise student connectedness, pathways from pre-school to year 12, TAFE and tertiary study such as with the University of Western Sydney. We will establish professional collegial relationships resulting in authentic and sustainable practice.

#### Overall summary of progress

The Granville Learning Community was a success in 2016. The group of local schools worked alongside one another in numerous projects such as transition programs, high school students teaching primary school students and the Curiosity and Powerful Learning project.

Having a community centre on site and working closely with Julie May has given our community members a variety of opportunities such as parenting courses, speech therapy and also courses that result in certification.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)                                    | Progress achieved this year   | Funds Expended (Resources)           |
|---|---|--------------------------------------|
| Increase in number of students attending excursions and accessing community projects. | The number of students attending excursions was up from 2015.                       | Subsidisation of excursions (\$1500) |
| Increase number of programs with the Granville Learning Community from baseline data. | The number of programs with the Granville Learning Community has increased in 2016. |                                      |
| 100% of students set learning goals to improve literacy and numeracy.                 | Students and teachers are still working towards setting learning goals.             |                                      |

#### Next Steps

Continue to build upon relationships with local schools

Continue to and build on engaging the whole school community in special days and events at the school

Working alongside our SACC (School as Community Centre) to build on opportunities for our community members to access preschool, speech therapy and learning courses.

| Key Initiatives                                     | Impact achieved this year   | Resources (annual) |
|---|---|--------------------|
| <b>English language proficiency</b>                 | <p>Approximately 90% of students at Granville South Public School come from Language Backgrounds Other Than English. Our school continues to implement and initiatives to cater for the diversity of student skills, knowledge and backgrounds.</p> <ul style="list-style-type: none"> <li>• Purchase of resources to support engaging and meaningful lessons.</li> <li>• Professional learning for our English as an Additional Language or Dialect (EAL/D) teachers which resulted in improved quality of teaching and learning.</li> <li>• Funding the employment of a School Learning Support Officer (SLSO) to work with targeted students using a variety of programs such as 'Soundwaves' and the 'MiniLit' Program to improve learning outcomes for students.</li> <li>• Funding the employment of a Farsi speaking School Learning Support Officer (SLSO) to work with our Farsi speaking students and community members.</li> </ul> | \$58 000           |
| <b>Low level adjustment for disability</b>          | <p>Each child identified as needing support was placed on a Personalised Learning and Support Plan (PLSP). This was done in consultation with parents/carers, class teachers and the Learning and Support Teacher.</p> <p>Funding teacher days to enable teachers to work on Personalised Learning and Support Plans.</p> <p>Funding two full time School Learning and Support Officers to support students identified as having additional learning needs.</p>   | \$110 000          |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <p>In 2016, this staffing allocation was used to improve the quality of teaching in all primary classrooms. The funding enabled an Assistant Principal to be off class, ensuring that all primary students benefited from high quality teaching and learning practices that better meet the full range of student needs. It also enabled:</p> <ol style="list-style-type: none"> <li>1. collaborative practices in the school to allow teachers to jointly plan and observe lessons in other classrooms, and develop units of work and assessment tasks</li> <li>2. teachers working together to analyse student data</li> <li>3. comprehensive and focused support for beginning teachers with the accreditation processes and the new Performance and Development Framework.</li> </ol>   | \$10 202           |
| <b>Socio-economic background</b>                    | <p>At Granville South Public School, we believe in an inclusive, responsive curriculum that supports students to achieve state benchmark. Initiatives included:</p> <ul style="list-style-type: none"> <li>• Funding the employment of a School</li> </ul>  | \$333 644          |

|  |   |   |
|--|---|---|
| <p><b>Socio-economic background</b></p>                              | <p>Learning and Support Officer (LSO) to work with targeted students using both the MiniLit Program and the Reading Tutor Program.</p> <ul style="list-style-type: none"> <li>• Funding of five full time School Learning and Support Officers to support students identified as having additional learning needs.</li> <li>• Funding extra curricular programs that all students could access such as: chess, guitar lessons and sporting programs</li> <li>• A portion of money was also allocated to support families in need with the purchase of uniforms, lunches and payment for excursions etc.</li> </ul>  | <p>\$333 644</p>  |
| <p><b>Support for beginning teachers</b></p>                         | <p>All beginning teachers receive additional support in their first few years of teaching. Two experienced teachers participated in a mentoring course which allowed them to mentor two of our beginning teachers. This involved the mentor teachers having extra time off class each week to observe lessons and provide detailed feedback with a focus on certain standards. This allowed the beginning teachers to be more reflective on their teaching practices and to learn and implement new teaching methods.</p>   | <p>\$26 755</p>   |
| <p><b>Targeted student support for refugees and new arrivals</b></p> | <p>During 2016 Granville South applied for and was successful in receiving additional support for our Newly Arrived Students due to an increase in students being in the beginning or emerging stage of the ESL scales as well as meeting the criteria of being a Newly Arrived Student. This enabled the school to appoint a teacher one day a week to provide extra support for these students, both within the classroom setting and with small withdrawal groups. Funding allowed extra time for our EAL/D teacher to work with our newly arrived students. This has enabled our EAL/D teachers to provide explicit, systematic and authentic lessons to our newly arrived students. Initiatives included:</p> <ul style="list-style-type: none"> <li>• Funding to support our new families with uniforms and school expenses. This has enabled a smooth transition in what can be a very difficult time for our newly arrived students.</li> <li>• Funding for our EAL/D teachers to attend excursions and extracurricular activities to support our newly arrived students. This has enabled our newly arrived students to access all areas of the curriculum and increased their oral language.</li> <li>• Purchasing of resources to support engaging and meaningful lessons has increased student engagement.</li> <li>• Professional learning for our EAL/D teachers enabled high quality lessons to be implemented.</li> </ul> | <p>Resources \$2 052</p> <p>Staffing \$4 000</p> <p>Support \$1 000</p> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 135        | 134  | 145  | 159  |
| Girls    | 116        | 127  | 139  | 147  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95.5 | 93.9 | 92.3 | 91.6 |
| 1         | 93   | 96.3 | 89.1 | 91.9 |
| 2         | 95.6 | 95.1 | 89.4 | 93.8 |
| 3         | 94.1 | 95.9 | 91.3 | 93.4 |
| 4         | 96.4 | 94.3 | 90.2 | 92   |
| 5         | 94.6 | 95.8 | 90   | 91.8 |
| 6         | 96.2 | 95.1 | 92   | 90.3 |
| All Years | 94.9 | 95.2 | 90.6 | 92.2 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

### Management of non-attendance

Students are expected to be at school every day unless they are not medically well enough to attend. Rolls are analysed, with levels and patterns of absence monitored. Parents and carers are reminded regularly in the School Newsletter that all absences must be explained, preferably in writing.

If a child's attendance is causing concern the school is able to access support from a Department of Education (DoE) Home School Liaison Officer (HSLO).

## Class sizes

| Class  | Total |
|--------|-------|
| K N    | 22    |
| K F    | 22    |
| K A    | 22    |
| 1 P    | 22    |
| 1/2 H  | 21    |
| 1/2 X  | 22    |
| 2/3 A  | 24    |
| 2 C    | 22    |
| 3/4 SJ | 27    |
| 3/4 BT | 28    |
| 4/5 R  | 27    |
| 5/6 G  | 30    |
| 5/6 B  | 28    |

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Assistant Principal(s)                | 3     |
| Classroom Teacher(s)                  | 11.65 |
| Teacher of Reading Recovery           | 0.42  |
| Learning and Support Teacher(s)       | 1.2   |
| Teacher Librarian                     | 0.8   |
| Teacher of ESL                        | 1.6   |
| School Administration & Support Staff | 2.87  |
| Other Positions                       | 0.4   |

\*Full Time Equivalent

Granville South Public School currently has two staff members who identify as indigenous.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 58         |
| Postgraduate degree             | 42         |

## Professional learning and teacher accreditation

All teachers participated in professional learning experiences throughout the year. These sessions were based on the needs of the school and staff. Major areas of focus were literacy, numeracy and student wellbeing.

All teachers were involved in professional development sessions which included our School Development Days. Some of these sessions are used to meet mandatory requirements such as Child Protection, Code of Conduct, Emergency Care, CPR and Anaphylaxis training. Significant time was allocated to the teaching of literacy and numeracy, including learning about the requirements of our new syllabuses.

A significant proportion of our professional learning time was spent implementing learning around 'Curiosity and Powerful Learning'. It is an evidence based plan that explains how powerful learning is made real for our students through purposeful, specific changes in whole school culture, classroom culture, leadership, and teaching practice.

In 2016 we had two Beginning Teachers who were working towards their accreditation and three New Scheme Teachers who were maintaining their accreditation at Professional Competence. This is mandatory for all new teachers.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income                         | \$                  |
|--------------------------------|---------------------|
| <b>Balance brought forward</b> | <b>458 484.93</b>   |
| Global funds                   | 273 464.00          |
| Tied funds                     | 415 427.43          |
| School & community sources     | 29 771.83           |
| Interest                       | 5 019.58            |
| Trust receipts                 | 20 794.00           |
| Canteen                        | 0.00                |
| <b>Total income</b>            | <b>1 202 961.77</b> |
| <b>Expenditure</b>             |                     |
| Teaching & learning            |                     |
| Key learning areas             | 1 402.61            |
| Excursions                     | 11 065.46           |
| Extracurricular dissections    | 32 113.75           |
| Library                        | 462.08              |
| Training & development         | 473.92              |
| Tied funds                     | 522 446.04          |
| Short term relief              | 107 495.93          |
| Administration & office        | 46 118.88           |
| School-operated canteen        | 0.00                |
| Utilities                      | 26 327.27           |
| Maintenance                    | 38 371.61           |
| Trust accounts                 | 6 320.89            |
| Capital programs               | 20 092.68           |
| <b>Total expenditure</b>       | <b>812 691.12</b>   |
| <b>Balance carried forward</b> | <b>390 270.65</b>   |

The information provided in the financial summary includes reporting 1st December 2015 to 31 August 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 429 053.01              |
| (2a) Appropriation                    | 407 803.88              |
| (2b) Sale of Goods and Services       | 2 618.20                |
| (2c) Grants and Contributions         | 18 218.85               |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 412.08                  |
| <b>Expenses</b>                       | -321 789.47             |
| Recurrent Expenses                    | -321 789.47             |
| (3a) Employee Related                 | -184 511.33             |
| (3b) Operating Expenses               | -137 278.14             |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 107 263.54              |
| <b>Balance Carried Forward</b>        | 107 263.54              |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 2 140 003.25            |
| Base Per Capita       | 15 411.60               |
| Base Location         | 0.00                    |
| Other Base            | 2 124 591.64            |
| <b>Equity Total</b>   | 595 943.49              |
| Equity Aboriginal     | 1 854.37                |
| Equity Socio economic | 247 905.42              |
| Equity Language       | 182 623.64              |
| Equity Disability     | 163 560.06              |
| <b>Targeted Total</b> | 41 392.35               |
| <b>Other Total</b>    | 228 456.60              |
| <b>Grand Total</b>    | 3 005 795.68            |

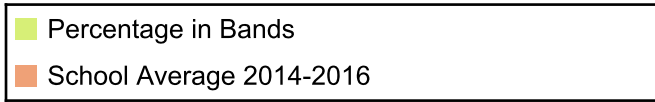
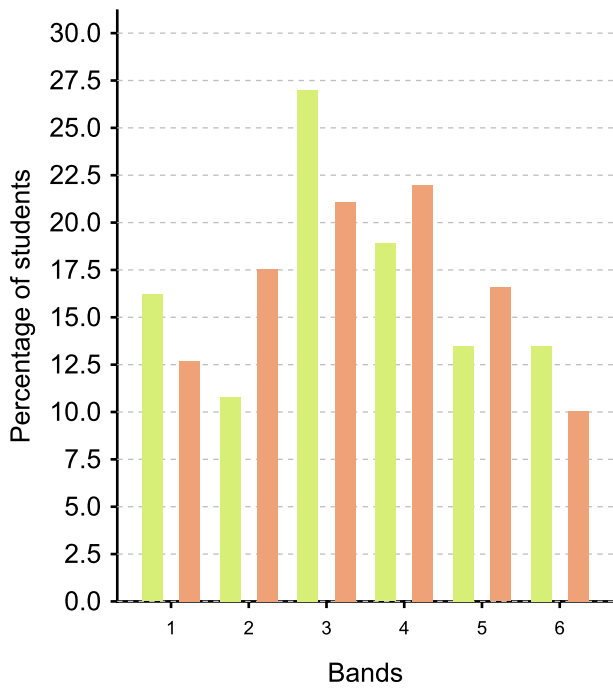
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

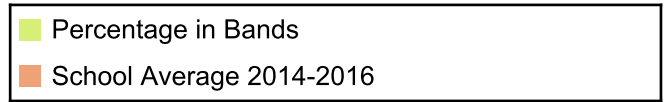
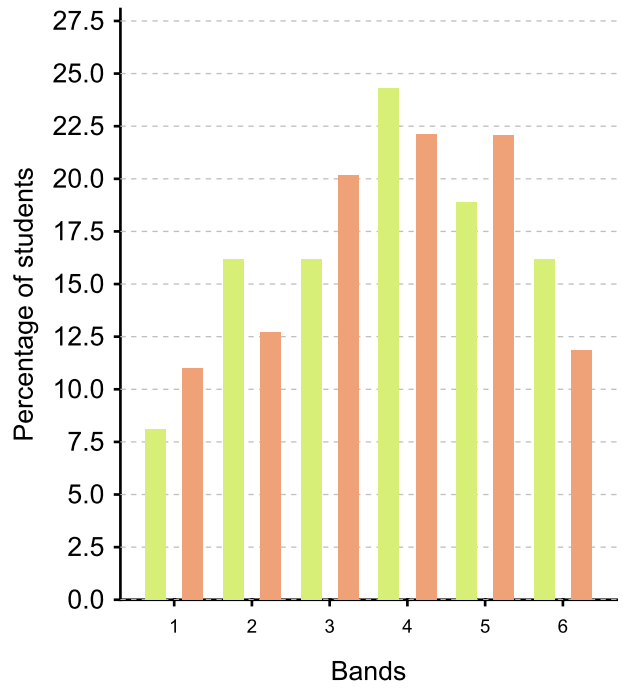
### NAPLAN

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.

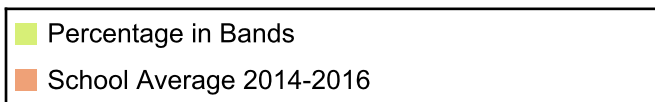
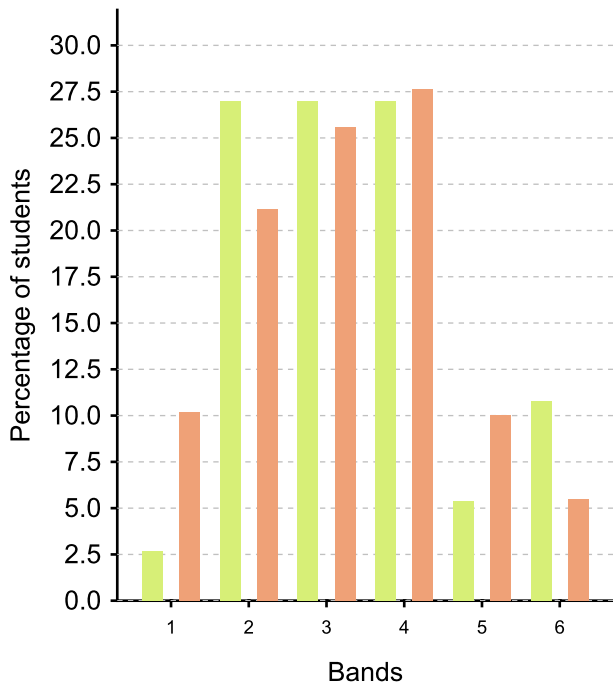
**Percentage in bands:**  
Year 3 Grammar & Punctuation



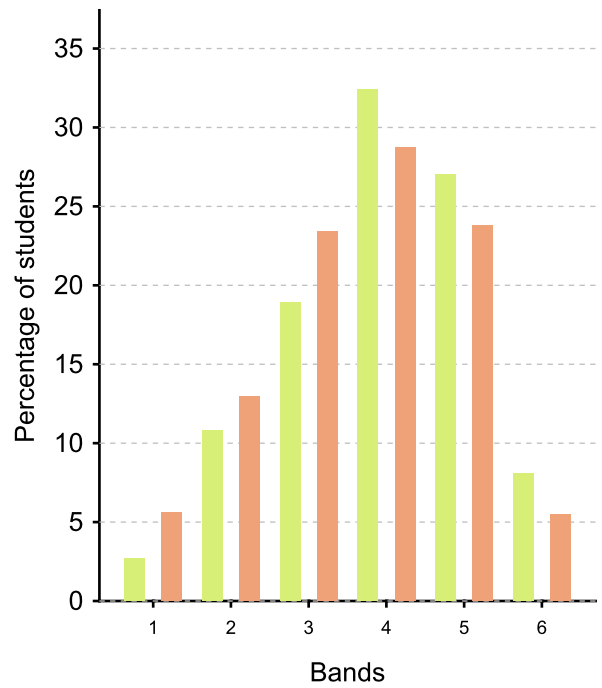
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 3 Reading

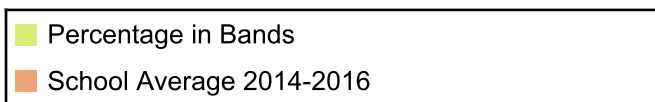
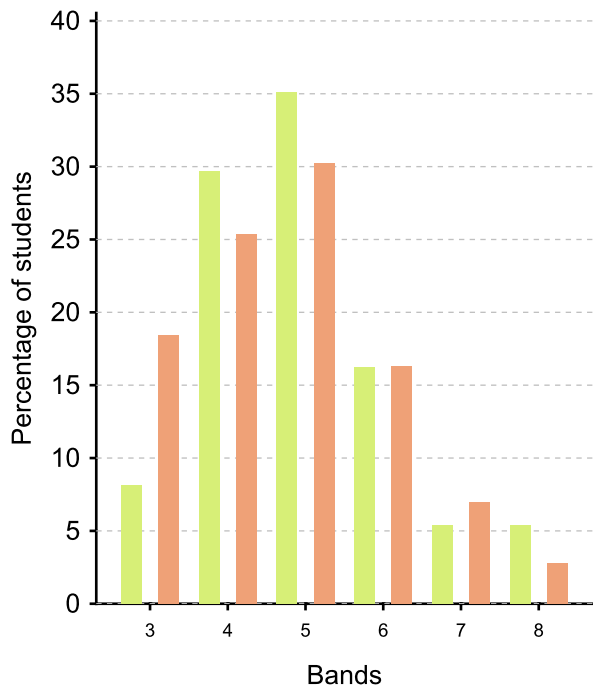


**Percentage in bands:**  
Year 3 Writing

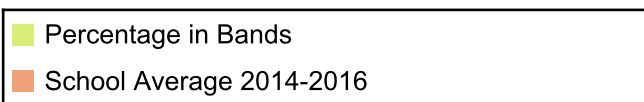
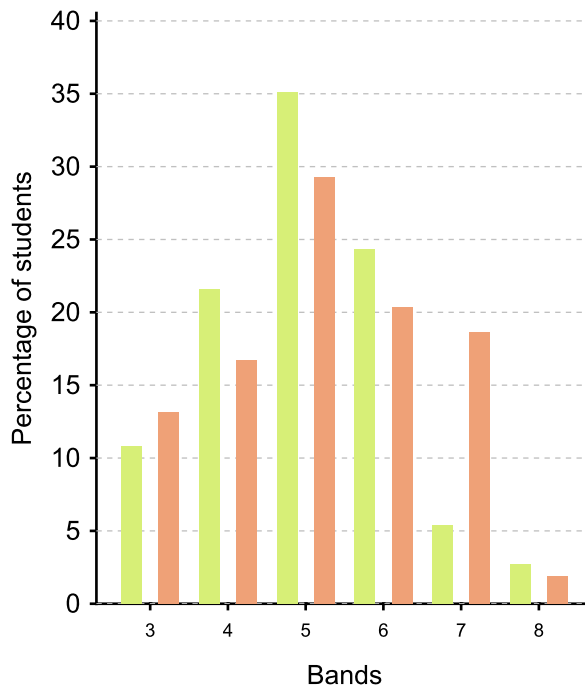




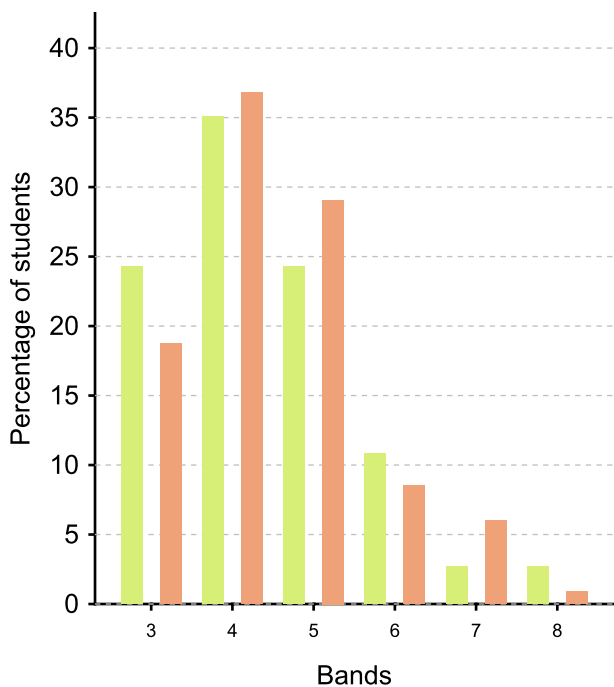
**Percentage in bands:**  
Year 5 Grammar & Punctuation



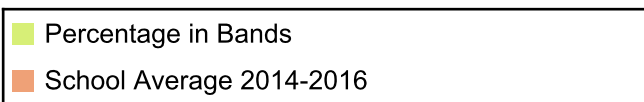
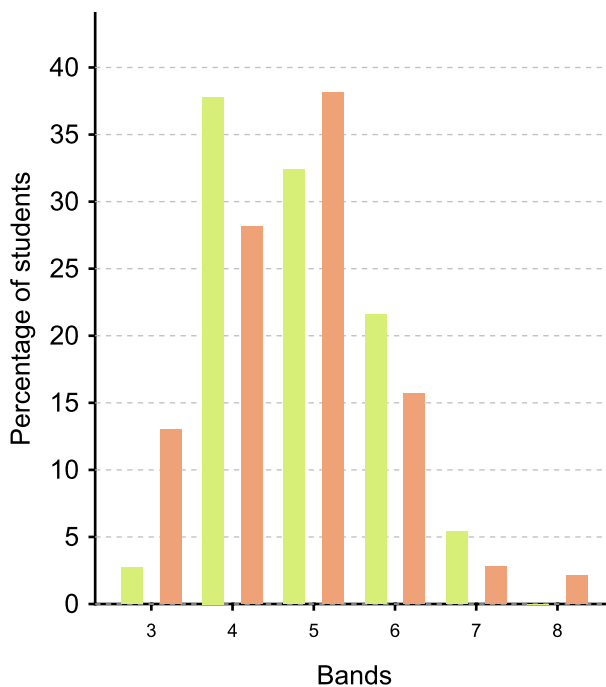
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

### Parents

- The majority of parents participated in teacher and parent conferencing.
- Some parents/caregivers as well as community members participated in workshops and school and community events.

Based on informal conversations parents and caregivers reported that they support effective, sustainable student welfare practices that enhance the wellbeing of all students.

### Teachers

Survey results from teachers indicate that school leaders have helped them establish challenging and visible learning goals for students; school leaders have helped them create new learning opportunities for students; school leaders have helped them improve their teaching; school leaders have provided guidance for monitoring student progress; they work with school leaders to create a safe and orderly school environment; school leaders have taken time to observe their teaching and school leaders have supported them during stressful times. Strengths included:

- Teachers were able to discuss learning problems of particular students with other teachers.
- Teachers establish clear expectations for classroom behaviour.
- Teachers work with school leaders to create a safe and orderly school environment.

Areas of improvement were included:

- Teachers work with students to identify a challenging learning goal relevant to the use of interactive technology.
- Students have opportunities to use computers or other interactive technology to analyse,organise, and present subject matter.
- Teachers use computers or other interactive technology to give students immediate feedback on their learning.

### Students

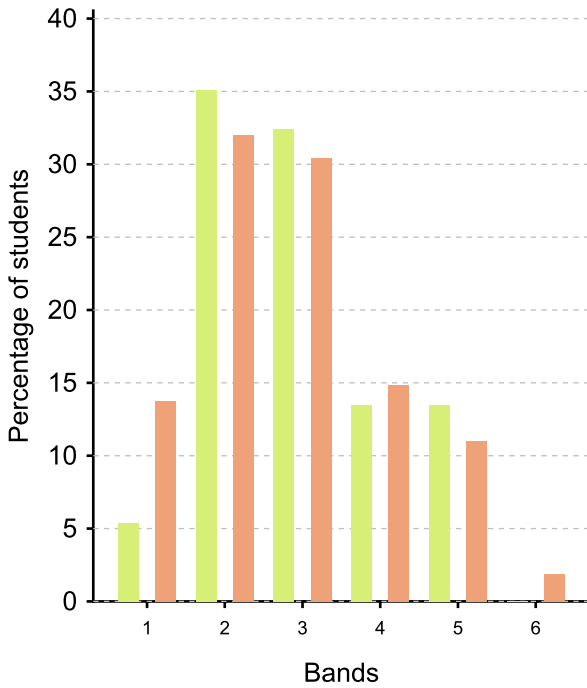
The results below are based on results from all Year 4, 5 and 6 students.

The vast majority of students indicated that they had a high rate of participation in sports; had a high sense of belonging; valued school outcomes; were interested and motivated; tried hard to succeed; found classroom instruction relevant to their everyday lives and had positive relationships.

Strengths included:

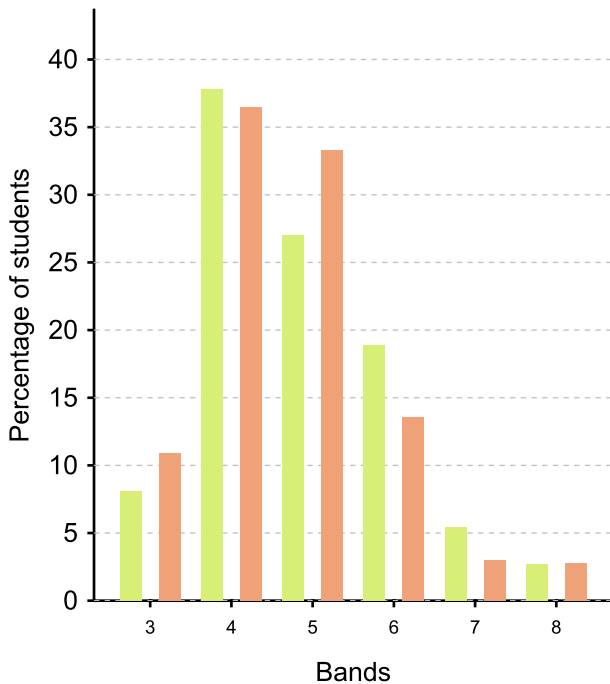
- 93% of the girls and 83% of the boys in this school had a high rate of Participation in Sports.

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The NSW Govt norm for girls is 82% and for boys is 84%.

- 92% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.
- 98% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.

#### Areas of improvement

- 48% of students in this school had a high rate of Participation in Extra curricular activities. The NSW Govt norm for these years is 55%.
- In this school, 72% of students had positive relationships. The NSW Govt norm for these years is 85%.

## Policy requirements

### Aboriginal education

Granville South continues to be committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

Significant programs and initiatives in Aboriginal Education at Granville South PS include:

- Curriculum based programs that educated all students about Aboriginal history, culture and current Aboriginal Australia.
- The continuation of Personalised Learning Pathways (PLPs) for all Aboriginal students.
- Continuing to encourage Aboriginal students to pursue personal excellence, including a commitment to learning.
- Continued implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 (ATSIEAP) to assist our school in accelerating improvements in the educational outcomes of Aboriginal students.
- Employment of an Aboriginal School Learning and Support Officer.
- The construction of an Aboriginal Yarning Circle in the playground.

In Term 2 Granville South hosted a NAIDOC Week Art Gallery to promote understanding and appreciation of Aboriginal and Torres Strait Islander identities in Australia and within our school community. Each class created artworks representing their understanding of Indigenous cultures and presented them in our school hall.

Granville South Public School was also very lucky to have a number of performances by Ryka Ali from Pie Productions. Students from K–6 enjoyed his engaging combination of traditional Torres Strait Islander culture and modern hip hop.

### Multicultural and anti-racism education

The Department of Education's Code of Conduct and our School Expectations are designed to develop an inclusive school community and a racism-free learning

and working environment.

As part of the Human Society and its Environment curriculum, teaching and learning programs have been implemented that are culturally inclusive and develop understanding of cultural, linguistic and religious differences. Resources and lessons reflect cultural diversity and promote our 'School Values' which include respect and fairness.

The school has two trained Anti-Racism Contact Officers in case issues arise.

Community harmony is promoted through school policies and practices which counter and reject racism and intolerance and develop an understanding of cultural, linguistic and religious differences. Our *School Values* reflect this.

Students who are learning English as a second language and our newly arrived students are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Granville South is allocated a Community Language Teacher three days a week to support our Arabic speaking students through explicit lessons which values education, diversity, and mutual respect.

Our school employs a Farsi speaking School Learning Support Officer who works with our Farsi speaking parents and students. She also runs a one hour a week lesson to support our Farsi speaking students with their home language.

Our school also employs an Arabic speaking School Administration Officer to support our Arabic speaking community members with aspects of schooling such as enrolments, high school forms, notes and parent teacher meetings when needed.

### Other school programs

#### Learning and Support Team

The Learning Support Team (LST) meets weekly to discuss students identified as needing additional support. The team comprises of three Assistant Principals, the Principal, the School Counsellor and teachers who have made referrals for student support. Our school continues to meet the academic, social, emotional, creative and physical requirements of students with additional needs through:

- Inclusive student learning program adjustments and support for teachers to write Personalised Learning and Support Plans (PLSP).
- Learning programs developed by class teachers and support staff to address particular learning needs.
- Encouraging parents and carers to be involved in their child's education at all levels. They are encouraged to meet with class teachers to review programs and structures for learning.

- Working collegially with outside agencies such as psychologists, Family and Community Services, speech and occupational therapists, psychiatrists, paediatricians and counsellors.
- Successfully applying for extra funding to support students with a specific diagnosis or emerging need in the classroom.
- Employing a speech therapist at our school one day a week to upskill teachers, to screen all Kindergarten students and to work with students identified as having a language delay.
- Strategic implementation of MULTILIT, an early intervention program for targeted students.

### **Granville South Schools as Community Centres Project (SaCC)**

Located within the school grounds, the SaCC is a Families NSW project that supports families with children aged 0–8 living in the Granville South and surrounding areas with a focus on the prior to school years and is facilitated by Julie May. Established in 2007 the SaCC continues to be well accessed by the community.

During 2016 the project provided many programs and opportunities to support families. These included:

- Two facilitated Supported Playgroups that provide daily learning experiences for more than 100 families
- Early Literacy Programs
- Home Borrowing Library
- Getting Ready for School Program for children starting school in 2017
- Transition to School Programs
- Parenting Information

Through SaCC partnerships with many services and agencies, families have had the opportunity for learning and support such as:

- Music Connect Music and Movement Program
- Speech Program with University of Sydney
- Eat It to Beat It – Health and Nutrition Program with Cancer Council
- StEPS Vision Screening for children starting school with Western Sydney Area Health Service
- Certificate IV in Education Support – Full Qualification

Many of the SaCC programs are planned to help prepare children for starting school and the Transition to school program was run in conjunction with the school. Parents and children attended six sessions with children experiencing classroom activities and parents attended information sessions and workshops as well as activities with their children. This program helps families develop positive relationships with the school and other families and allows the children to become

familiar with the school environment and routines while allowing the teachers to better prepare for the needs of the children.

The SaCC program continues to be a vital link between the community and school and is proud to help make the transition from home to school a happy and positive experience for children and parents.

### **Kindy Orientation**

This year Granville South Public School partnered with Julie May from our Schools as Community Centres Program to welcome our enrolling Kindergarten 2017 students with a six week orientation program in Term 4. Students enjoyed a variety of preparation for school activities with teachers while parents attended information sessions and workshops to help them prepare their children for school next year. This valuable program gives students and parents the opportunity to develop positive relationships with the school as well as with other families to prepare for starting school next year.

### **Reading Recovery**

Reading Recovery was implemented again in 2016. A total of eight Year 1 students received extra literacy support through this program. These students received daily one-to-one instruction in both reading and writing to improve their literacy skills, enabling them to better access the classroom learning program. Reading Recovery will continue in 2017.

### **Community Languages**

Granville South Public School has a large number of students who are from an Arabic speaking background. The school offers a community language program as an opportunity of acquiring, maintaining and developing the language and cultural awareness in the course of the normal school day. The programme includes about 90 students from Years K–6 to attend Arabic classes for 2 hours every week. Along with the teaching and learning of the formal Arabic language the children have participated in performing cultural dances and drumming.

### **Creative and Performing Arts**

Excellent student achievement in the arts was spread across a number of areas in 2016.

The wonderful performances of the dance and choir groups at the Granville/Strathfield 'Our Spectacular' were once again a feature of the year. Led by Miss Gmaz, the dance students wowed the audience with their creative performance.

The students of the choir, directed by Miss Al-Herez combined hundreds of students from other schools to sing a great range of songs based around the theme. The standard achieved by this combined choir was exceptional.

The Arts continue to hold a prominent place in the

curriculum. All students enjoyed different forms of creative and performing arts such as drama, music and craft.

### **Code Club 2016**

In its second year at Granville South Public School, students from Years 3–6 were invited to participate in Code Club twice a week, developing their skills in literacy, numeracy and coding to programme games and animations. Students created their own Scratch accounts and presented their animations and games to their peers.

Students in Stage 1 were introduced to Scratch Jr – a coding app for students from Kindergarten to Year 2 – to support their literacy learning. Students began developing coding skills to create their own animations.

In 2016, Granville South Public School played host to Channel 7's 'Sunrise' where students and teachers were interviewed on the importance of coding and programming as a skill for the future. Stage 2 and 3 students were also invited to participate in Code Club Australia's 'Moonhack' event at Telstra Building and set a world record – getting over 10,000 students coding on the anniversary of the Apollo II moon landing of 1969.

### **Sport**

In 2016, Granville South PS continued to prosper in all areas of sport. Our school successfully competed in the Auburn Zone PSSA summer and winter seasons. Numerous students represented the Auburn Zone at regional carnivals in swimming, cross country and athletics. Our school, using equity funding, employed Sports In Schools to run a sporting program to all students free of charge.

### **Swimming Carnival and Swim Scheme**

In Term 1, we held our annual school swimming carnival at Granville Pool. Seven students were successful in qualifying for the Zone Swimming Carnival. Our students represented Granville South Public School, making us very proud of their achievements. Two students qualified to represent Granville South at the Regional Swimming Carnival, both placing well in their swimming heats. In Term 3, 60 students from Years 2 – 6 attended the annual School Swimming and Water Safety Program at Merrylands Pool. The program, which was delivered by Department of Education trained swim instructors, taught the students valuable swimming and water safety skills over the two-week program. All students who attended the program received awards recognising their achievements and skill development.