

# Granville Public School

## Annual Report



2064

## Introduction

It is with great pleasure that I present the 2017 Annual Report for Granville Public School.

The report presents an overview of the school and provides parents and the wider community with information about the school's educational performance, self-assessment, development and future goals. The achievements and progress against the school determined 2015–2017 strategic directions are also outlined along with a summary of the financial system.

Our students are actively encouraged to behave cooperatively, to respect the rights of others and to give their personal best in all that they do. The Positive Behaviour for Learning (PBL) framework, which clearly articulates the school community's expectations for behaviour within the school. We have a commitment to developing children to their full potential in all areas.

Our focus is on developing well-rounded, compassionate young people; resilient learners and problem solvers; creative and critical thinkers; effective communicators and collaborators; and students who have a passion for 'life long learning'.

Our teachers are caring, motivated, professional and hardworking. They are fully committed to their own professional learning and spend many hours consolidating their teaching skills. As a team they provide a range of additional learning experiences and opportunities outside of their regular classroom teaching responsibilities. Our quality educational programs have assisted children with learning difficulties, addressed the needs of talented students and challenged students to achieve their best.

Our support and administration staff are committed to their work and strive to ensure that all students are well supported at school. At a time of significant change in administration and financial processes in schools the administration staff has taken on new learning and within the context of a large primary school, ensured that student wellbeing is always a priority as they manage the transition to a new system.

Our dedicated and professional staff is well supported by an active, committed community and Parents and Citizens Association (P&C), who have worked closely with the school to further enrich school programs.

I Certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development

**Gregory Grinham**

Principal

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## School background

### School vision statement

#### ***Learning for life in a future focused environment.***

Granville Public School aims to be a community of life-long learners who can contribute to the ongoing development of our society.

We believe that our students need to be respectful, resilient, reflective, socially competent and creative citizens who can think critically, work collaboratively and communicate effectively.

To achieve this we commit to:

- providing a happy, safe and supportive environment where diversity is valued;
- delivering a relevant and challenging curriculum that aims to develop the whole child;
- encouraging students to be active participants in their own learning; and
- a philosophy of continuous improvement based on collaboration between staff, students and parents.

### School context

Granville Public School has a population of 620 students who come from more than forty different cultural backgrounds. 94% of students are from a language background other than English. The school currently has nineteen mainstream classes, four special education support classes and a preschool.

In 2017, 50% of class teachers were in their first five – seven years of teaching.

Granville Public School provides a safe and happy learning environment where providing equitable access to learning and excellence for all students is highly valued. Quality teaching and learning with a focus on literacy and numeracy is a high priority for the school. This combined with student engagement and attainment, leadership, management and increased community engagement, have been focus areas for improvement throughout 2015 – 2017.

Granville Public School is an Early Action for Success and a Community Hubs Australia 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 –aS. 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.

In the domain of Learning there has been a strong focus on Curriculum & Learning and Assessment & Reporting. We have focused on ensuring that teachers differentiate curriculum delivery to meet the needs of individual students. There are systematic programs and processes in place to identify and address student learning needs, including the use of Language, Learning and Literacy (L3 and F.o.R), PLAN, and, SMART data. Formative and summative assessment strategies are well-embedded in teaching and learning programs and we have developed explicit processes to collect, analyse and report student and school performance data. With, the continued implementation of Positive Behaviour for Learning [PBL] as a priority in 2018 our whole-school approach to wellbeing will be strengthened with behavioural expectations clearly defined and proactive strategies consistently implemented across all non-classroom settings.

In the domain of Teaching there has been a strong focus on Learning & Developing and Collaborative Practice. Teachers have been given opportunities to collaborate within and across stages to ensure consistency of curriculum delivery. Team meetings and team planning days have ensured consistency of teacher judgement and provided a platform for shared responsibility of student improvement. To improve teaching practice, we've embedded classroom observation as a school-wide strategy. Mentoring and beginning teacher and induction programs within the school have provided on-going development for staff.

In the domain of Leading our focus has been to enhance the quality of our leadership team. School leaders have fostered a school wide culture of high expectations and the leadership team has been using feedback, through processes such as the Survey Monkey surveys to enhance the school's functioning and ongoing improvement. Quality Teaching, Successful Students[QTSS] funding has provided opportunity for school leaders to provide feedback on teaching and learning programs and classroom practice and provide comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.

Elements:	2016 Assessment	2017 Assessment
LEARNING:		
Learning Culture	Sustaining and Growing	Sustaining and Growing
LEARNING:		
Wellbeing	Sustaining and Growing	Sustaining and Growing
LEARNING:		
Curriculum and Learning	Sustaining and Growing	Sustaining and Growing
LEARNING:		
Assessment and Reporting	Sustaining and Growing	Sustaining and Growing
LEARNING:		
Student Performance Measures	Sustaining and Growing	Sustaining and Growing
TEACHING:		
Effective Classroom Practice	Sustaining and Growing	Sustaining and Growing
TEACHING:		
Data Skills and Use	Sustaining and Growing	Sustaining and Growing
TEACHING:		
Collaborative Practice	Sustaining and Growing	Excelling
TEACHING:		
Learning and Development	Sustaining and Growing	Sustaining and Growing
TEACHING:		
Professional Standards	Sustaining and Growing	Sustaining and Growing
LEADING:		
Leadership	Sustaining and Growing	Excelling
LEADING:		
School Planning, Implementation and Reporting	Sustaining and Growing	Excelling
LEADING:		
School Resources	Sustaining and Growing	Excelling
LEADING:		
Management Practices and Processes	Sustaining and Growing	Excelling

Our self-assessment process will 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Stakeholders will be lifelong learners who think critically and creatively

### Purpose

To develop the intellectual, emotional and behavioural intelligence of students, parents and teachers by building a learning environment where well-being is central and all stakeholders develop their capacity to learn and think creatively.

Stakeholders are creative, innovative and resourceful and are able to solve problems in ways that draw upon a range of learning areas and disciplines.

### Overall summary of progress

At Granville Public School, expectations of behaviour are explicitly taught to students through the introduction of the Positive Behaviour for learning framework. School programs, including literacy and numeracy and cultural programs address the needs of all student groups. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code and the PBL framework. The school encourages students to recognise and respect cultural identity and diversity through cultural programs, the flag raising ceremony, acknowledgement of country, studying Asian perspectives and participating in Harmony Day and Multicultural Day activities.

School plans elaborate on what all students are expected to know, understand and do and the emphasis on learning how to learn through formative assessment and visible learning is enabling students to set goals and reflect on their learning. Curriculum delivery integrates technology, library and information services. The school provides a range of extra curricular offerings for student development including theatre visits, visiting artists, music and sports workshops. Teachers differentiate curriculum delivery to meet the needs of individual students in all classrooms and learning is enhanced by Professional Learning based on current research in the areas of learning and pedagogical practices.

The school analyses internal and external assessment data to monitor track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth and reports have been modified to align with the national curriculum outcomes. Teachers set transparent criteria for student assessment and students are using learning intentions and success criteria to improve their work. Parents are updated on the progress of their children through written reports and interviews and students are learning to reflect on their learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Early Action for Success (EAfS)</li> <li>• ICT</li> <li>• Language Enrichment Class</li> </ul>	<p><b>Early Action for Success (EAfS)</b> Instructional Leader</p> <p>\$152 265 (x1.6) Programme Interventionists</p> <p>\$102 021 (x1.6) = \$204 042 Outdoor Parent and Community Workshops (including catering)</p> <p>\$2 500</p>	<p><b>Early Action for Success (EAfS)</b> 80% of K–2 students attain expected grade level benchmark in numeracy – Aspect 1 (Counting sequence and reading numbers) and 2 (Early Arithmetical Strategies) of the Numeracy continuum. Students identified as "at risk" of not achieving expected grade level benchmark have participated in tier 2 interventions 3–4 times per week with Instructional Leader or Interventionists. Tier 3 intensive interventions such as 1:1 support, inclusive of the development and implementation of IEPs, were provided for students who were unresponsive to tier 2 interventions.</p> <p><b>Information Computer Technologies (ICT)</b></p> <p>A Continuation of Technology Mentor role, established in 2016, within the school to ensure a succession plan was in place to ensure continued continuity within the school ICT program.</p> <p>A staff survey was undertaken to ascertain what type of training staff required in the areas of</p>



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Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Early Action for Success (EaFS)</li> <li>• ICT</li> <li>• Language Enrichment Class</li> </ul>	<p><b>Information Computer Technologies (ICT)</b> Interactive Coding Programs for early stage 1 and stage 1</p> <p>\$2 000</p> <p>Training and Development Casual Days</p> <p>\$1 800</p> <p>Catering for Extended Professional Learning Workshops</p> <p>\$1 400</p> <p><b>Language Enrichment Class (LE Class)</b></p> <p>Additional class teacher</p> <p>\$102 021</p> <p>School Learning Support Officer</p> <p>\$37 200 (x2) = \$74 400</p>	<p>CODING and ; a 100 percent response was attend with this survey. As a result of this, workshops were developed and implemented as part of the school's extended Professional Learning &amp; Training for teaching staff.</p> <p><b>Language Enrichment Class (LE Class)</b></p> <p>A continuation of the two (2) LE Class; established in 2016 to cater for the large number of non-English speaking students exiting Kindergarten, and, Year 1; bringing the LE Class structure to three (3) classes. The class with the highest need students in years 1 and 2 was established with two (2) teachers and one (1) SLSO guiding the programme. The second of the 1/2 Composite Class was staffed with one (1) teacher and one (1) ESL Teacher supporting the learning programme. The 3 to 6 LE class was supported by two (2) classroom teachers and one (1) SLSO.</p>

## Next Steps

Improve student writing (Years 3–6) through the 7 Steps to Writing Success program

Further develop student engagement in self and peer assessment, feedback and self-reporting to parents, as part of formative assessment

EaFS initiatives will continue including flexible timetables to prioritise Literacy and Numeracy Interventions reflective of student needs.

Instructional Leadership will drive improvement for both Literacy and Numeracy whole school.

School funded Literacy and Numeracy Interventionist for continued student support in Stage 2 and newly introduced support in Stage 3.

Learning Progressions will be used to navigate pathways for students to achieve expected syllabus outcomes.

## Strategic Direction 2

Quality Leadership ensures quality teachers who will innovate and differentiate to inspire our learners.

### Purpose

Engage all stakeholders in the process of developing professional knowledge of leadership that enables engagement in a collegial community of learners founded in quality teaching and leadership which brings about inspired learning.

### Overall summary of progress

At Granville Public School, teachers regularly review and revise teaching and learning programs. The literacy and numeracy continuums have been implemented and PLAN data is used to inform teaching in English and Mathematics. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. The introduction of Early Action for Success (EAfS) in Kindergarten to Year 2, protocols, guided inquiry and visible learning in the area of Numeracy is improving the learning outcomes of all students.

Teachers analyse and use student assessment data using PLAN and subject assessments to understand the learning needs of students. The School leadership team regularly uses data to inform key decisions and parent volunteers, trained in Parents as Teacher Helpers (PaTH) regularly assisting teachers in the classroom to help student learning in Numeracy; as part of the EAfS programme. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers Provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice, through our PSL and mentor. Teachers participate in professional learning targeted to school priorities and their professional needs and school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Early Action for Success (EAfS)</li> <li>• Tell Them From Me</li> <li>• Aspiring Leaders</li> <li>• Executive Development Program</li> <li>• Teacher Mentor</li> </ul>	<p>Funds and resources for the areas of:</p> <ul style="list-style-type: none"> <li>• <b>Early Action for Success (EAfS)</b></li> </ul> <p>see Strategic Direction One (1)</p> <ul style="list-style-type: none"> <li>• <b>Tell Them From Me/Survey Monkey</b></li> </ul> <p>\$1 800</p> <ul style="list-style-type: none"> <li>• <b>Aspiring Leaders</b></li> </ul> <p>Funding from Professional Learning</p> <ul style="list-style-type: none"> <li>• <b>Executive Development &amp; Teacher Mentor Programmes Mentor</b></li> </ul> <p>Have been shown in either Strategic Direction 1, or, Key initiatives and other school</p>	<p><b>Early Action for Success (EAfS)</b></p> <p>All milestones for 2017 were reached in the areas of staff development and Instructional Leaders direction, in both Literacy &amp; Numeracy; for example:</p> <ul style="list-style-type: none"> <li>• TPL offered fortnightly to all staff to further develop a deeper understanding of the Numeracy Continuum.</li> <li>• Continue PL for all staff involved as per identified teacher learning needs, including EAfS team demonstration lessons.</li> <li>• Evaluate teacher needs via survey around Numeracy (including programming, assessment and identifying point of need.)</li> <li>• Continued tri-weekly data discussion undertaken with staff. Students identified for tier 2 Focus Groups intervention.</li> <li>• Grade base weekly data discussion undertaken with K–2 CRT and support teachers. Fortnightly planning sessions with 2 CRT new to EAfS with IL and additional 2 with Interventionists and</li> </ul>



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## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Early Action for Success (EaFS)</li> <li>• Tell Them From Me</li> <li>• Aspiring Leaders</li> <li>• Executive Development Program</li> <li>• Teacher Mentor</li> </ul>		<ul style="list-style-type: none"> <li>• RFF timetable organised and lead by AL in Term 1.</li> <li>• EOI for the 2018 AL Programme were called for at the end of 2017.</li> </ul> <p><b>Executive Development &amp; Teacher Mentor Programme:</b></p> <p>The executive development program saw the continued links with Granville Boys' High School, and supporting the growth and development of the EAL/D staff in both schools.</p> <p>A Sister School was established between Gardeners Road Public School and Granville Public School, supported by lesson observations and sharing of resources and programs in the following areas:</p> <ul style="list-style-type: none"> <li>• Special Education (Support Units)</li> <li>• Early Action for Success – literacy &amp; Numeracy</li> <li>• Physical Education</li> <li>• Work Health &amp; Safety</li> </ul> <p>The Teacher Mentor Programme was greatly support with the increase in funding to the QTSS Programme, to 1.092 Equivalent Full Time Teachers, allowing the school to develop a whole school approach to Quality Teaching and Learning</p>

## Next Steps

Continuation of Instructional Leadership in Literacy and Numeracy to provide differentiated professional learning and direct shoulder to shoulder support for classroom teachers.

Initiate the use of the National Learning Progressions to inform teaching and ensure that all formal documents (syllabus, progressions, reports) reflect consistent teacher judgement when reporting.

School funded Literacy and Numeracy Interventionist for continued teacher support in Stage 2 and newly introduced support in Stage 3.

Additional classroom teachers and interventionists to undertake L3 and TEN training.

Introducing external partnerships for professional development around writing (Kerry Cheeseman; Refugee Support Leader–Parramatta and Auburn Network).

Create and implement writing rubrics to develop greater consistency in whole school teacher judgement.

Develop teacher skills and knowledge to teach coding.

Use learning spaces innovatively and flexible.

## Strategic Direction 3

Our community will be inclusive informed and engaged.

### Purpose

To enrich and sustain an inclusive and respectful collaborative partnership with students, staff, parents and the community, where all members have a shared vision and are well informed empowering an innovative and positive learning culture.

### Overall summary of progress

At Granville Public School, parents and community members have the opportunity to engage in a wide range of school-related activities including swimming lessons, assemblies and presentation days, where learning and success is celebrated.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs; these include touch football, swimming, aboriginal artists, story tellers, a bush band and camping.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school through P&C meetings. The community is also engaged in community events such as weekly table-tennis and badminton evenings and parent English classes, with both being conducted from 6pm to 8pm on Monday and Wednesday evenings respectively. RAM allocation has been used to employ:

1. Additional teaching staff to implement intensive English learning classes for students who are newly arrived in Australia and those who have arrived as refugees or asylum seekers; and
2. Additional School Learning Support Officers (SLSOs) have been employed to support students with additional needs in:
  - Kindergarten;
  - Stages 2 and 3 for the schools Polynesian students;
  - Intensive English classes; and
  - Special Education Support Units IM class, due to the behavioural problems of several students.

The school leadership team communicates clearly about school priorities and practices through the newsletter and parent meetings.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• To increase the percentage of parent and community attendance at official school events.</li><li>• To develop networks and increase partnerships with all stakeholders to meet and drive the needs of the community.</li></ul>	<p><b>To increase the percentage of parent and community attendance at official school events.</b></p> <ul style="list-style-type: none"><li>• there was no cost involved, to the school, in implementing these programmes.</li></ul> <p><b>To develop networks and increase partnerships with all stakeholders to meet and drive the needs of the community.</b></p> <p>Costing for this aspect of the programme were:</p> <ul style="list-style-type: none"><li>• 50% cost towards Zumba Instructor, this being \$5 per person per week;</li></ul>	<p><b>To increase the percentage of parent and community attendance at official school events.</b></p> <p>In 2017 the parent and wider community witnessed a 85% increase in school events, compared to the previous year. This was lead through the involvement of weekly night community Table-tennis &amp; Badminton evenings. Granville Public School continued the engaged, initiated and developed in 2015, the community by taking them on an evening tour of the VIVID light show in Sydney. Over 50 families witnessed the magic of Sydney on a clear cool evening that builton community engagement between staff and parents. In Term 2 the Staff, students, parents, and, broader community engaged in an Iftar Celebration, celebrating the coming of Ramadan this was followed up in Term 4 with a Christmas celebration. This continued the programmes initiated in 2016, and celebrations of sharing and acknowledging of our cultural diversity.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• To increase the percentage of parent and community attendance at official school events.</li> <li>• To develop networks and increase partnerships with all stakeholders to meet and drive the needs of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• a financial commitment to Community Hubs Australia as of 2019 for \$20,000 per year;</li> <li>• additional cost for 5 hours per week towards the employment of the Community Hub Coordinator from 2017</li> <li>• allocation of \$150 000 for the development of a Multipurpose Community Hub Building, to be completed in 2018</li> </ul>	<p>This was added by the schools successful application to become part of the Community Hubs Australia Programme and the employment of a 4 day per week Community Liaison/Coordinator.</p>

## Next Steps

Continuation of PaTCH and implementation of parent volunteer initiatives, including parents working with students in Grades 3–6 and Special education Support Unit

Building of Community Hub Building for the Community Hub Australia Programme

Develop and implement parent workshops around the Australian Curriculum – NSW Syllabi

Expanding Community Celebrations of Cultural events

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$350,385	All students with English as additional language/dialect are monitored with individual goals. Specialist EAL/D staff are employed to work with students and teachers and have a consultative capacity across the school. Whole school audit was conducted of EAL/D data.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$98,221 funding of 0.467 for Semester 1 and 1.092 for Semester 2	QTSS funding was built into the Assistant Principal (AP's) Executive Release allocation each week, for the four mainstream AP's. AP's used this time allocation to: • Observe team members teach; • Demonstration lessons in Key Learning Areas; and • Release team members to go and observe Best Practice in colleague's classes.
<b>Socio-economic background</b>	\$336,616	Community relationship/partnerships were developed through projects such as: • Parent English as a Second Language Program; • engagement in the Community Hubs Australia Programme; • Parents Excursions and workshops; • Development of an additional storage space for sporting and PE equipment ensuring that Community Users have adequate storage facilities for their programmes; and • Engagement of Speech Pathologist to work with Preschool, Early Stage 1, and, Stage 1 two days per week.
<b>Support for beginning teachers</b>	\$10,788	All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors. Beginning teachers all have individual Professional Learning Plans with clear goals, clear lines of support and clear accountability measures.
<b>Targeted student support for refugees and new arrivals</b>	\$14 859 targeted refugees \$94870 for New arrivals \$120,000 for additional New Arrivals SLSO support \$105,240 Community Detention funding	Refugee and newly arrived students in Stage two and Stage three were immediately enrolled into the Language Enrichment class throughout the year. The transitioning of the students into the mainstream commenced in term three as the areas of the English language and social skills developed to a level that would assist them in the day today functions of school life. Newly arrived students from Early stage one to stage one received New Arrivals support from the EAL teacher in a withdrawal format on a daily basis. Whilst, newly arrived students, in stages 2 and 3, are placed in a multi-aged class for intensive language development, until their English is at the level of competency where they will be able to participate in all Key Learning Areas, with minimum additional support. At this point they are integrated into the correct mainstream class, with SLSO or ESL teacher support where required. Funding for this programme was also supported with additional funds from the students in community detention, held detention or released into the community on a Bridging Visa E.

## Student information

•Child Wellbeing Unit DoE contacted **Workforce**

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	290	277	299	300
Girls	247	232	270	268

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	95.4	92.4	92.5
1	94.7	92.4	90.5	92.2
2	95.6	92.7	91.6	93.6
3	95.6	94.9	93.6	92.5
4	95	94.3	92.8	91.6
5	96.1	93.2	93.9	91.6
6	95	94.9	92.1	92.5
All Years	95	93.9	92.4	92.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Class sizes

Class	Total
KM	19
KL	19
KF	18
KC	19
KW	19
1/2LE	20
1P	20
1H	22
1A	22
1/2M	21
2P	21
2C	22
3/4S	23
3/4R	24
3-6LE	8
3H	24
3G	25
4W	25
4P	25
5G	23
5F	22
5/6B	24
6G	27
6BL	29

## Workforce information

### Management of non-attendance

All non-attendance is handled as per the Department of Education School Attendance Policy 2015.

•Rolls are marked each day, including partial attendance.

•Teachers request explanation of absence from parents and assess explanation for absence.

•Where attendance is of concern (<85%), intervention takes place including meeting with parents and learning support team involvement. If no improvement:

•Home School Liaison intervention takes place including an attendance contract/agreement.



## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	24.8
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	3.2
School Counsellor	2
School Administration & Support Staff	10.26
Other Positions	1.4

\*Full Time Equivalent

One member of the School Staff identifies as Aboriginal.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	51

## Professional learning and teacher accreditation

The School Plan and the staff Professional Development Plans were used to develop Granville's professional learning calendar, taking into account teacher's preferred professional learning, delivery and areas for professional development.

Our teachers and support staff, participated in a range of professional learning activities during the year. Emphasis was placed on development at the stage or team level, with fortnightly meetings and team planning time each term. School Development Days focused on school priorities as defined in the School Plan 2015–2017.

Our Teacher Professional Learning (TPL) budget was **\$47357. Literacy and Numeracy K–6 funds (\$22193)** were used for Best Start, L3 and L3+1 training.

Including both permanent and temporary teachers, 59% of staff is classed as New Scheme teachers either working towards NSW Education Standards Authority (NESA) accreditation or maintaining accreditation at Proficient. To build the capacity of staff to achieve key priorities, Teacher Professional Learning in 2017 included (but not limited to):

### English

- 7 Steps to Writing
- Teaching Vocabulary 3–6
- Strategies for Teaching Reading in the Primary Setting
- L3

### EaFS

- Data analysis
- Data plating

### EAL/D

- EAL/D Networking Meetings
- Refugee Student Support
- EAL/D Project – Unpacking Vocabulary through the 3 tiers of language

### Assessment and Curriculum

- Critical and Creative Thinking Across the Curriculum
- NAPLAN online training
- Analysing NAPLAN results using SMART data
- Formative and Summative Assessment
- How to Differentiate in the Primary

### Career Development

- Beginning Teachers' workshop
- Early Career Teachers conference
- Managing my Wellbeing for Early Career Teachers
- Australian Schools Lead and Expert Teachers Leadership Colloquium
- Executive Leadership Induction
- NSW Primary Principal and Deputy Principal Annual Conferences

**Mandatory training was completed in CPR, Anaphylaxis and Child Protection.**

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	570,043
<b>Revenue</b>	6,985,089
Appropriation	6,783,298
Sale of Goods and Services	20,315
Grants and Contributions	175,040
Gain and Loss	0
Other Revenue	0
Investment Income	6,435
<b>Expenses</b>	-7,075,385
Recurrent Expenses	-7,075,385
Employee Related	-6,290,837
Operating Expenses	-784,548
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-90,296
<b>Balance Carried Forward</b>	479,747

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs for utilities and for ground, building and equipment maintenance. A proportion of funds are also targeted for long term projects, Multi-purpose Community Hub Building, Fixed Equipment Playgrounds, Stephanie Alexander Garden Programme, and Future Focus Classroom Furniture. The school plan ensures funds are conserved for contingencies, as well as there placement and acquisition of assets and resources to best meet the educational needs of students.

The voluntary school contribution for families was set at \$40 for the first child, \$30 for the second and \$20 for a third child.

Our financial management process includes:

- A finance committee led by the Principal and Senior Administration Manager
- Priority project team budgets aligned to the school plan which are led and monitored by Executive and Aspiring

Leaders through the teams' action plans

- Stage team budgets which are led by Executive staff to facilitate programs or purchase resources particular to each Stage.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,639,631
Base Per Capita	94,664
Base Location	0
Other Base	3,544,967
<b>Equity Total</b>	929,564
Equity Aboriginal	4,617
Equity Socio economic	297,616
Equity Language	350,385
Equity Disability	276,946
<b>Targeted Total</b>	913,505
<b>Other Total</b>	972,040
<b>Grand Total</b>	6,454,740

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.

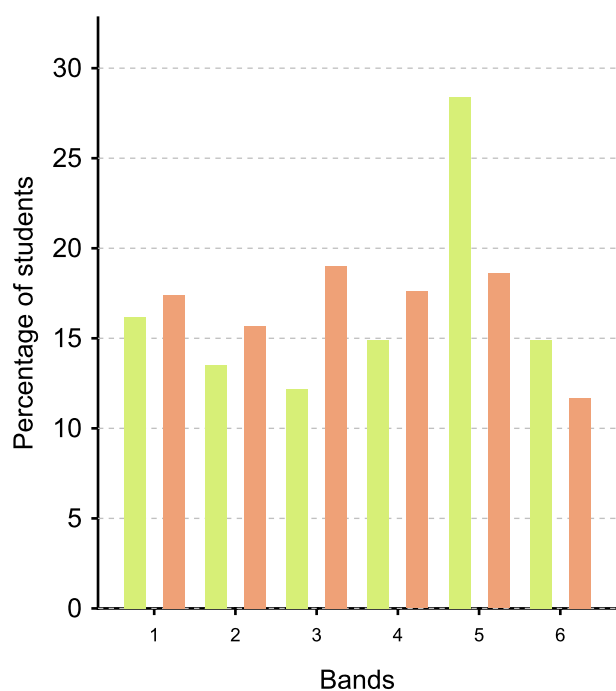
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

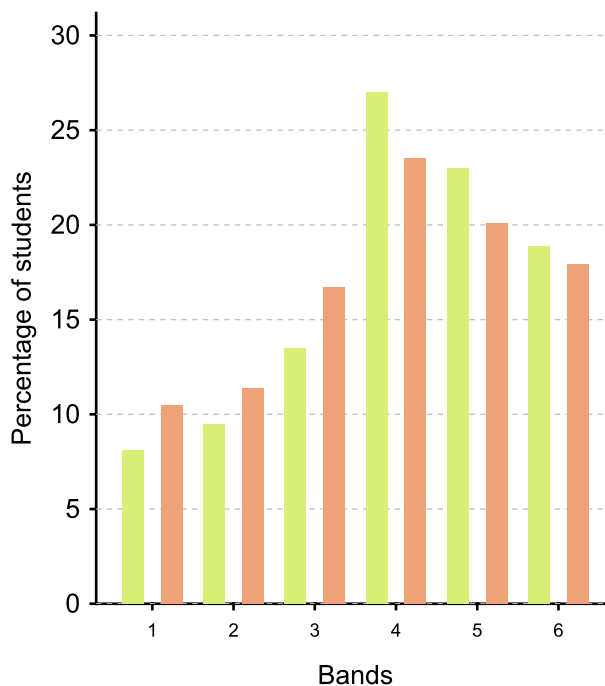
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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



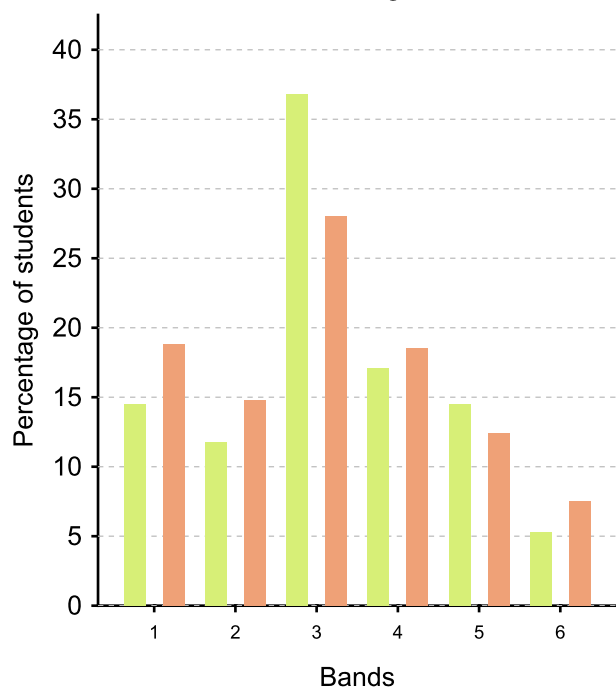
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



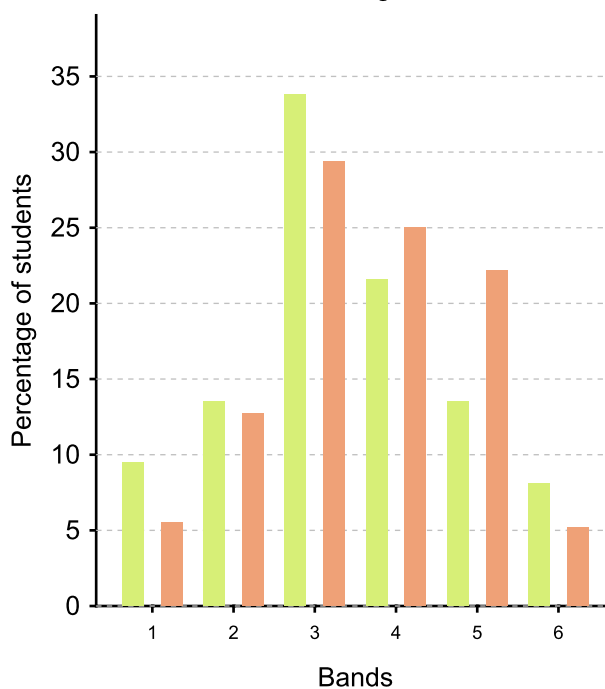
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



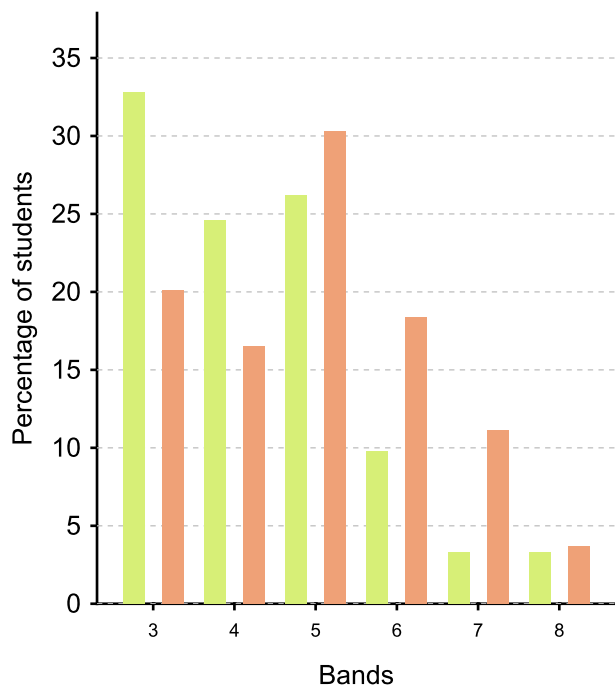
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

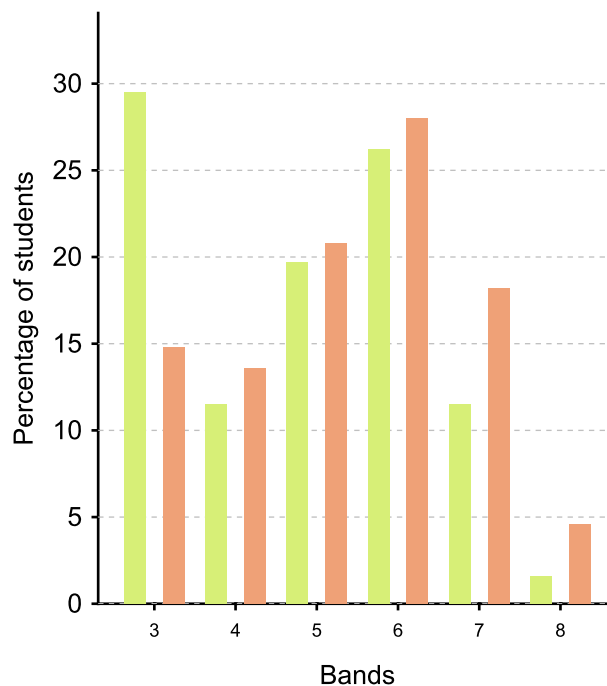


Percentage in Bands  
School Average 2015-2017

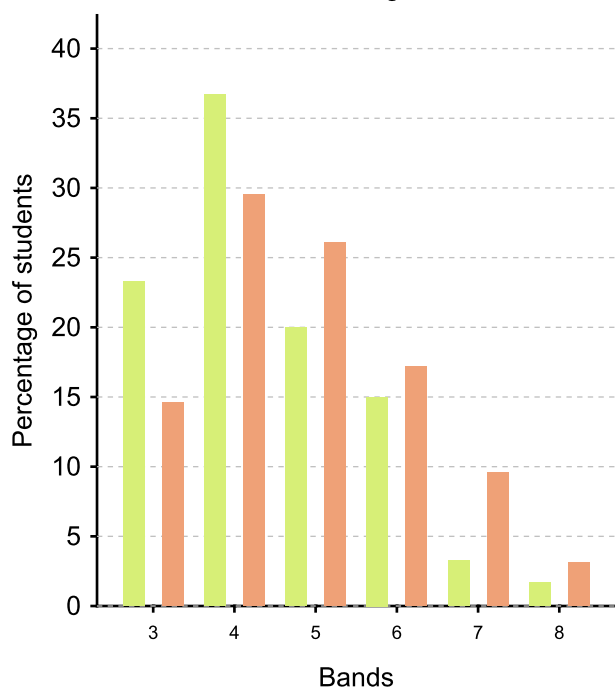
**Percentage in bands:**  
Year 5 Grammar & Punctuation



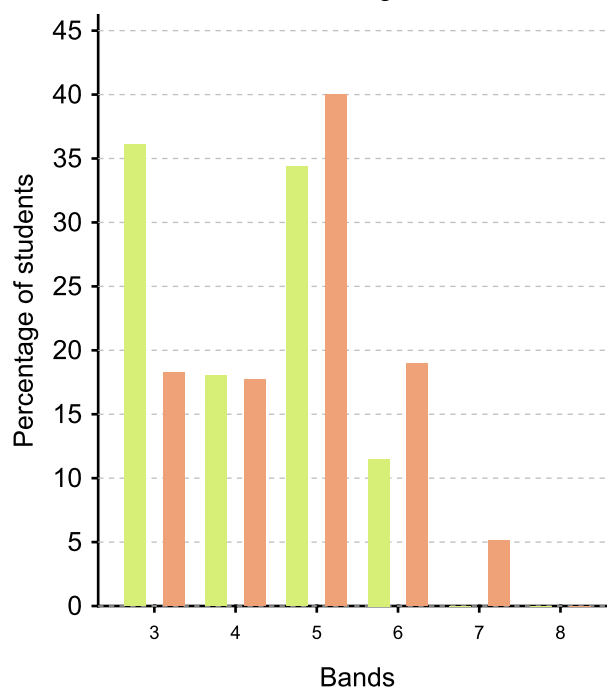
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



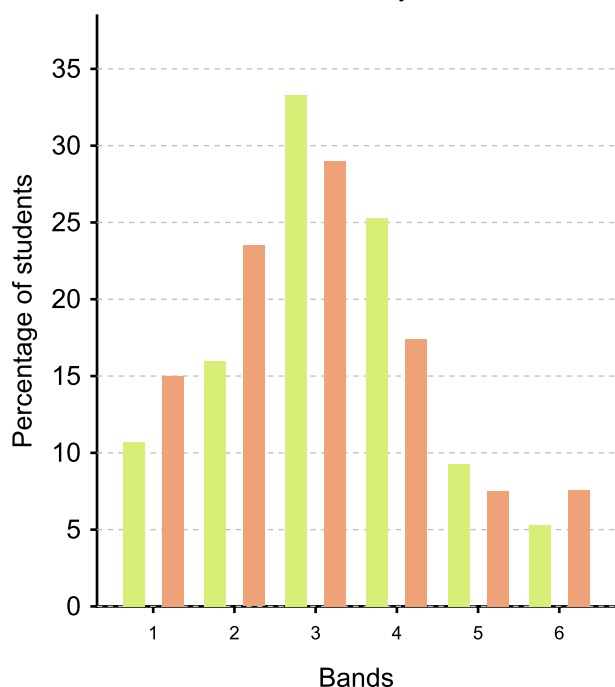
**Percentage in bands:**  
Year 5 Writing



<Use this text box to comment on numeracy NAPLAN data>

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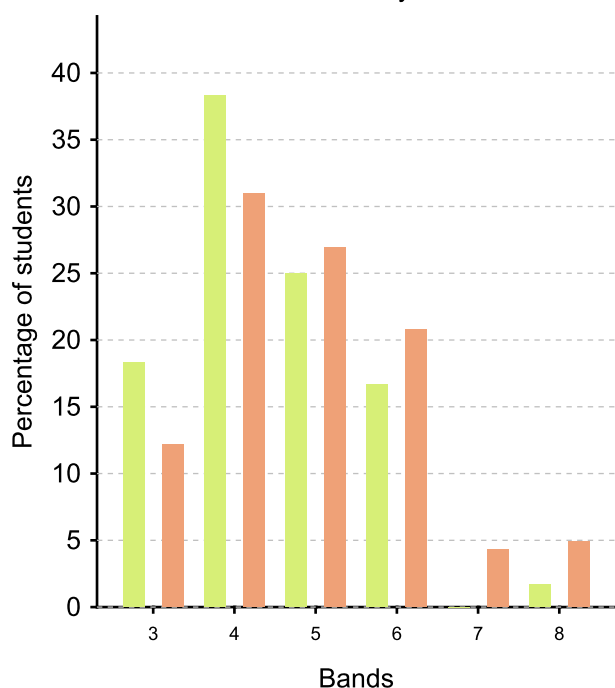
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	10.7	16.0	33.3	25.3	9.3	5.3
School avg 2015-2017	15.0	23.5	29.0	17.4	7.5	7.6

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	18.3	38.3	25.0	16.7	0.0	1.7
School avg 2015-2017	12.2	31.0	26.9	20.8	4.3	4.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

## Parent/caregiver, student, teacher satisfaction

## Policy requirements

### Aboriginal education

Granville Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

In 2017, four (4) students identified as being of Aboriginal and/or Torres Strait Islander descent.

Granville Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school;
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples;
- A staff member filling a role as an Aboriginal Education Liaison Officer to oversee Aboriginal Education policies, programs, initiatives and events.

### Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

Granville Public School has 5 staff members who are trained as ARCO Officers and the role is shared between them. In 2017 the ARCO Officers dealt with four (4) reported incidents of racism by individual students. After investigation each incident was established and resulted in Reflection Time (Satellite – as stated in the school PBIS Policy) for those involved in being racist, impacting on their behaviour levels.

All students were sorry for their actions and apologised

to those they had offended.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.