

Granville South Public School Annual Report



2017



2066

Introduction

The Annual Report for **2017** 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

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Message from the Principal

Granville South Public School is committed to excellence and continuous improvement of student outcomes. Teachers strive to provide all students with a differentiated curriculum based on best practice in quality teaching and learning.

At Granville South Public School we aim to educate the whole child and there is a strong focus on providing students with a complete range of academic, social and cultural learning across the curriculum.

As teachers, we are committed to lifelong learning for ourselves and the students. An integral part of my role as Principal is to promote and facilitate school improvement, guided by rigorous evaluation and the input of students, staff and the community. I feel proud that the school community embraces school improvement and is willing to apply newly acquired resources, skills and knowledge. The achievements of 2017 detailed in this report are possible thanks only to the work of very dedicated, energetic, professional teachers and the work of our administration team and P&C who support and make our vision possible.

On behalf of the school self–evaluation committee and staff, I am pleased to present the 2017 Annual School Report for Granville South Public School. 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.

School background

School vision statement

As a strong learning community our purpose at Granville South Public School is to provide a safe, nurturing environment where learning is valued, engaging and supported by the wider school community.

We seek to create an inclusive, respectful learning environment that accomplishes a sense of belonging, high expectations for success and differentiated instruction that is challenging and responsive to individual students.

Our school community is committed to motivating and developing students to be resilient and adaptable, equipped with the knowledge, skills and disposition to continue their education and become personally fulfilled, socially responsible and informed global citizens.

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.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

- In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.
- In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 2 element/s and is validated using the School Excellence Framework. In the element of Data Skills and Use the evidence presented indicates the school is operating at the Delivering stage. In the element of Collaborative Practice the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Professional Standards the evidence presented indicates the school is operating at the Delivering stage.
- In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

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

For more information about the School Excellence Framework:

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

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

Granville South PS became an Early Action for Success school in 2017. Two Instructional Leaders were employed to work on curriculum in K–2. Collecting, analysing and discussing student data every five weeks built the capacity of our teachers to deepen their knowledge of the syllabus as well as know their students really well.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers implementing Learning Intentions and Success Criteria daily.	Instructional Leaders employed in the school as part of Early Action for Success.	Five beginning teachers working towards accreditation with two early career teachers submitting their evidence and gaining accreditation at Proficient.
100% of teachers achieving goals aligned to their Performance Development Plans.	\$191 000 Beginning Teacher funding	All teachers working towards their goals as outlined in their Performance Development Plans.
40% of teachers working towards accreditation or maintenance.	\$45 000	Due to the change over of teachers only 75% of teachers were using Learning Intentions and Success Criteria.

Next Steps

Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy practices.

Implement department documents including the Learning Progressions and the Syllabus to inform quality teaching and learning.

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

1. Wellbeing was a focus in 2017 and PBL (Positive Behaviour for Learning) was relaunched.
2. Our internal and external data indicated that writing was to be a focus with both our Instructional Leaders and our EAL/D team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students in K–2 achieve benchmark state targets of L8 Kinder and L18 Y1 and L28 Yr.2. 75% of students in Years K–2 achieve expected cluster in writing 75% of students in Years 3–6 achieve expected cluster in writing 75% of students in Year 3 achieve+ benchmark state target of L30+ All Aboriginal students achieve learning gains in literacy and numeracy Increase in the number of student led projects	EAL/D funding utilised to increase support in classrooms. Socio-economic funding to employ SLSOs to run programs such as mini lit and the reading tutor program. \$10 000 – teacher planning days to ensure a more effective use and analysis of data to inform student learning.	49% of Kindergarten reading Level 9 + 71% of Year 1 reading Level 17 + 78% of Year 2 reading Level 21 +

Next Steps

Professional learning and external agency support around social and emotional skills and strategies.

Consistent PBL meetings and communicating this to all staff.

Teachers participating in the development of PBL lessons.

Learning and Support Teacher to ensure that effective PSLPs (Personalised Learning and Support Plans) are in place and reviewed for all identified 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

Our strong partnership with our Schools as Community Centres (SaCC) continued. Programs such as playgroups, speech therapy, Kindergarten transition and adult learning courses were held in 2017.

Opportunities for parents to attend the school in events such as our Meet the Teacher, Education Week and Presentation Assemblies were well received.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in number of students attending excursions and accessing community projects.	\$4000	Student support funding enabled a large percentage of students to attend excursions.
Increase number of programs with the Granville Learning Community from baseline data.	n/a	Due to the change of executive team there was no increase in the number of programs with the Granville Learning Community.
100% of students set learning goals to improve literacy and numeracy.	n/a	Instructional Leaders started working at Granville South PS in 2017. Analysing data every five weeks enabled teachers to really know their students and focus on their area of need in both literacy and numeracy.

Next Steps

Build parent engagement through parent professional learning, parent initiatives and online communication tools.

Build processes and systems for teachers and leaders to share learning.

Provide effective communication strategy between home and school and provide increased opportunities for parent participation.

Strengthen partnerships with preschools, other schools and the local community to strengthen pedagogical knowledge and practice.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$21, 624	<p>Flexible funding was utilised to employ both an Arabic speaking School Administration Officer as well as a Farsi speaking School Learning and Support Officer. This enabled the school to have effective communication with our non English speaking parents and students.</p> <p>The school employed a teacher, adding to the already existing EAL/D staffing allocation. This allowed for smaller groups and more students to be targeted for intervention.</p> <p>Professional learning for our English as an Additional Language or Dialect (EAL/D) teacher improved quality of teaching and learning.</p> <p>Our EAL/D teachers working with our Refugee Support Leader – Holroyd Network to evaluate and build on the programs already implemented.</p>
Low level adjustment for disability	\$54 944	<p>This funding enabled us to employ a number of School Learning and Support Officers to support students in the following areas:</p> <ul style="list-style-type: none"> • Minilit and Multilit • Behaviour support • Language groups <p>With this funding we also employed a speech therapist one day a week to work in class alongside teachers and with small targeted groups.</p>
Quality Teaching, Successful Students (QTSS)	\$23 565	<p>This staffing allocation was utilised to have one Assistant Principal off class to focus solely on student wellbeing, health and behaviour.</p>
Socio–economic background	\$300 000	<p>Funding was utilised in a number of ways:</p> <ul style="list-style-type: none"> • Student support for excursions, uniforms etc • Purchase of technology for all students in the school. This will be in place of bringing in a BYOD policy which puts pressure on the families to purchase the latest device. • Improvement of our playground areas to engage our students when in the playground. • Funding of new safety procedures around the school to ensure the safety of students.
Support for beginning teachers	\$70 000	<p>Our funding was used to employ a teacher two days a week to enable our 7 beginning teachers an extra hour off class to work with either their mentor, or to work on their goals as outlined in their Performance Development Plans) PDP. Each beginning teacher was also allocated one day off each term to work on their accreditation. As a result, the Early Career Teachers who participated in Professional Learning Conference (for Early Career Teachers) have developed an understanding of the importance of collaboration and open communication and are enthusiastic to take risks and try new things in their classroom. Through mentoring,</p>

Support for beginning teachers	\$70 000	lesson observations and effective feedback, ECTs have developed a healthy habit of being reflective in their own teaching practices and make changes to their teaching programs to ensure improved students' performance and engagement.
Targeted student support for refugees and new arrivals	\$2 273	This funding has enabled the school to employ a teacher to focus solely on the transition for our refugee and newly arrived students. This enabled a smoother transition for our students and their families. Teachers were also well supported in meeting the needs of our targeted students.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	134	145	159	166
Girls	127	139	147	157

Due to a higher number of enrolments in Kindergarten, our school went up from 13 classes to 14.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	92.3	91.6	89.5
1	96.3	89.1	91.9	88.5
2	95.1	89.4	93.8	86.4
3	95.9	91.3	93.4	87.1
4	94.3	90.2	92	89.9
5	95.8	90	91.8	89.7
6	95.1	92	90.3	90.4
All Years	95.2	90.6	92.2	88.7
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

Management of non-attendance

Student attendance became a priority in Term 2 2017. We had a large number of students who were below the required 85% and a few students who were as low as a 60% attendance rate. Our Home School Liaison Officer (HSLO) began closely working with the school and devised a program targeting five students who were at the greatest risk.

Our community is continually advised through mediums such as the school newsletter and our school app of the importance of student attendance and also arriving to school on time. Our Assistant Principal, Student

Wellbeing, regularly monitors attendance rates and action is taken promptly to address issues with individual students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.72
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0.6

*Full Time Equivalent

We have one staff member who 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	0

Professional learning and teacher accreditation

Teacher professional learning is based on professional needs (as identified from Performance and Development Plans), mandatory requirements and also school priorities (as identified by both the School Plan and internal and external school data). Weekly professional learning sessions are held as well as professional learning on School Development Days. Follow up 'Teach Meet' sessions where teachers actively share learning from targeted professional development with others; for example, what teachers have learnt, how this has changed their practice and

ideas that are now implemented in the classroom as a result of their learning. Professional learning from specialists to improve teaching practice is also considered when the need arises and is always evaluated. The Instructional Leaders always follow up learning with emailing out resources and or summaries that can support the teacher and really positive feedback has been given with regards to this.

In 2017 two of our Early Career teachers were successful in gaining their accreditation at proficient.

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 Actual (\$)
Opening Balance	107,264
Revenue	3,727,343
Appropriation	3,645,435
Sale of Goods and Services	6,061
Grants and Contributions	74,475
Gain and Loss	0
Other Revenue	0
Investment Income	1,372
Expenses	-3,559,020
Recurrent Expenses	-3,559,020
Employee Related	-3,166,688
Operating Expenses	-392,332
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	168,323
Balance Carried Forward	275,586

Financial summary equity funding

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

Granville South Public School's financial committee meets regularly to discuss the school's budget and financial policy requirements. In 2017 a large portion of money was spent on property maintenance which included updating our school playground area.

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

	2017 Actual (\$)
Base Total	2,353,575
Base Per Capita	46,765
Base Location	0
Other Base	2,306,810
Equity Total	690,509
Equity Aboriginal	1,963
Equity Socio economic	368,201
Equity Language	143,513
Equity Disability	176,832
Targeted Total	27,833
Other Total	444,370
Grand Total	3,516,286

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.

Year 3

Reading: 34.1 % of students in the top 3 bands.

Writing: 60.5% of students in the top 3 bands.

Spelling: 55.8% of students in the top 3 bands.

Grammar and Punctuation: 46.5% of students in the top 3 bands.

Year 5

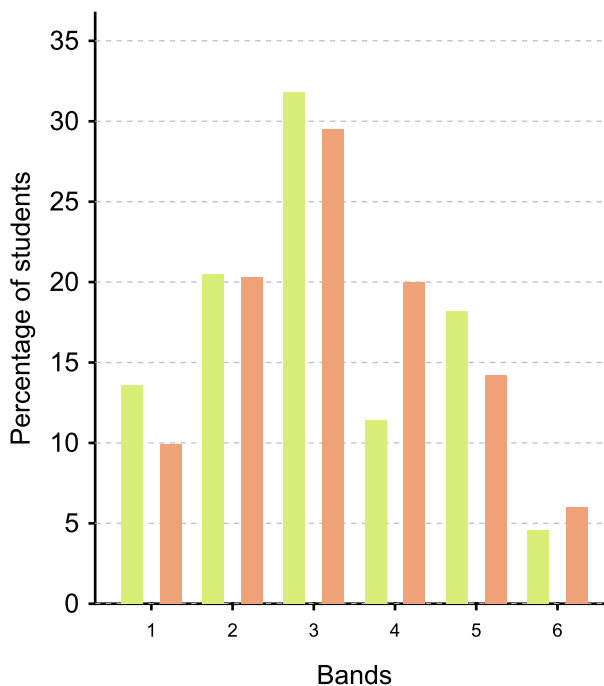
Reading: 24.3 % of students in the top 3 bands.

Writing: 35.1% of students in the top 3 bands.

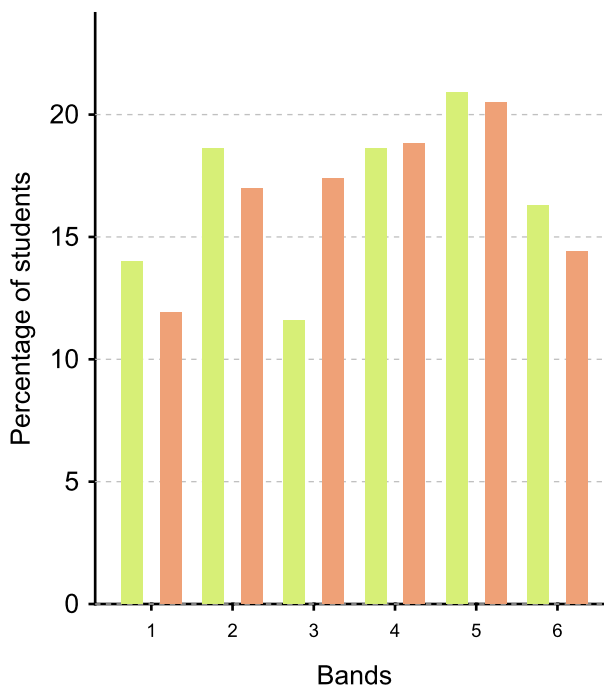
Spelling: 39.5% of students in the top 3 bands.

Grammar and Punctuation: 26.3% of students in the top 3 bands. A decrease of 15.1% of students in the lowest band.

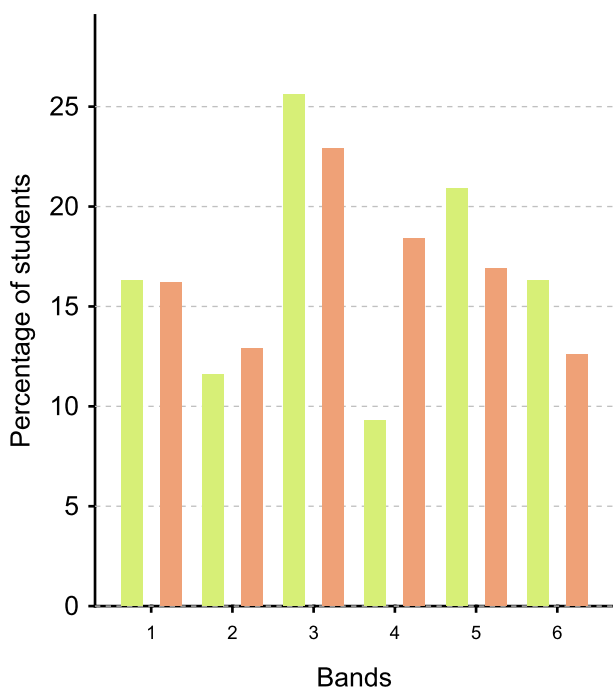
Percentage in bands:
Year 3 Reading



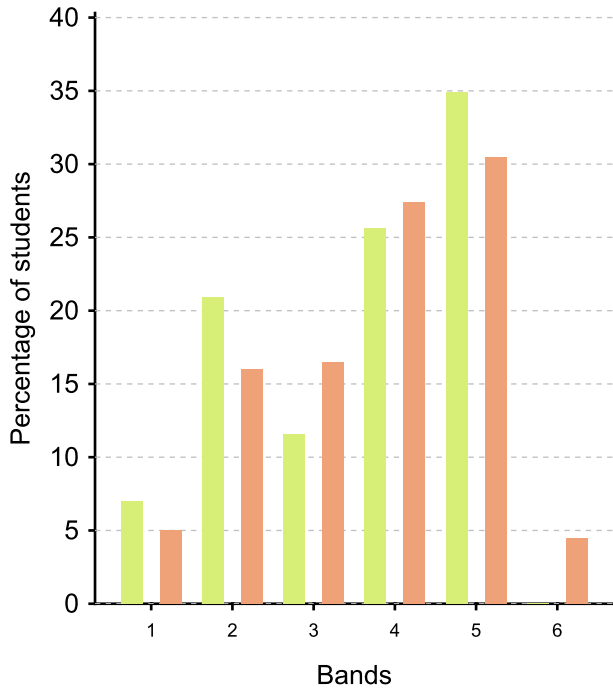
Percentage in bands:
Year 3 Spelling



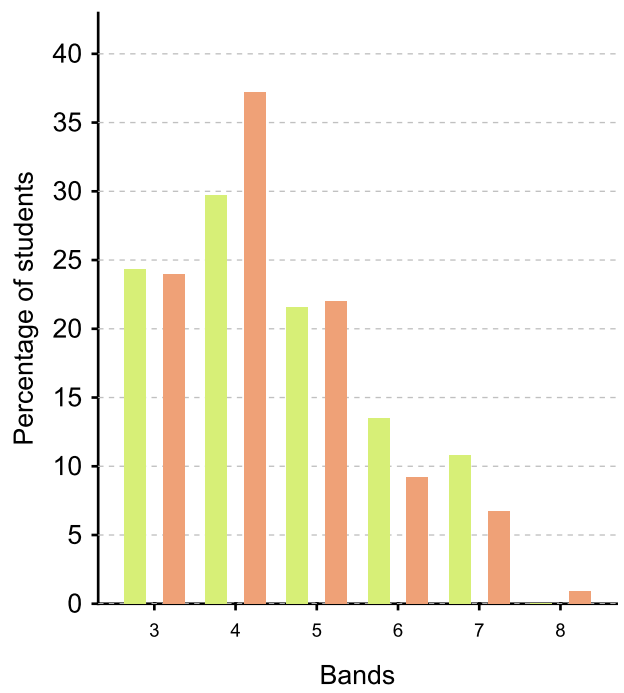
Percentage in bands:
Year 3 Grammar & Punctuation



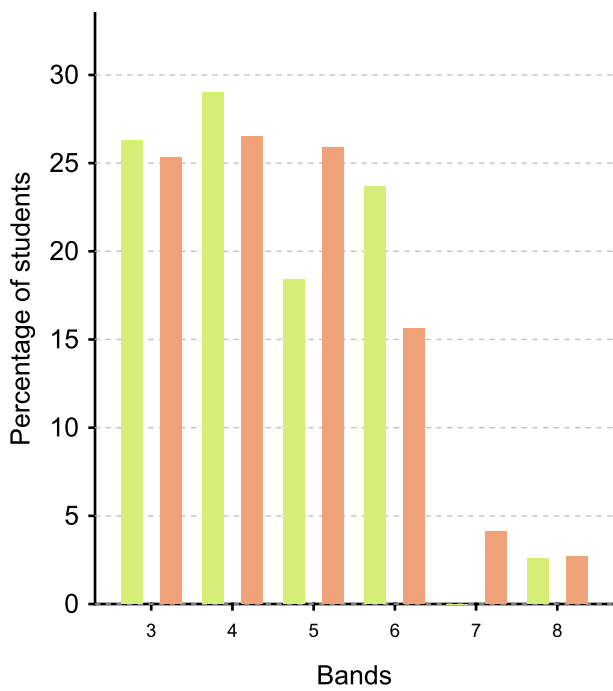
Percentage in bands:
Year 3 Writing



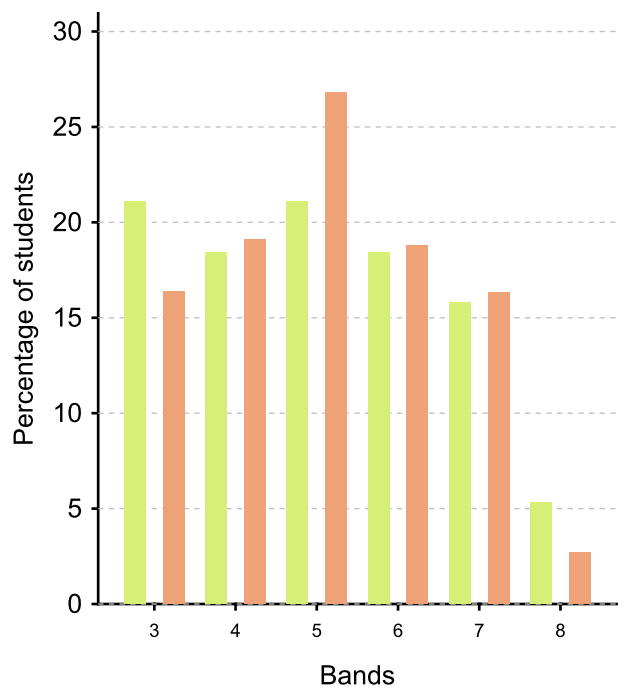
Percentage in bands:
Year 5 Reading



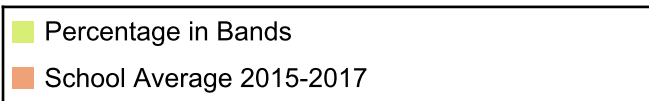
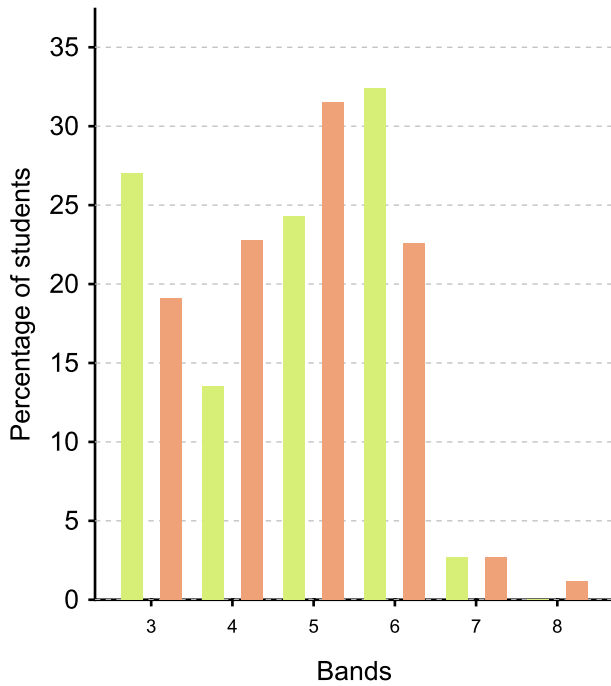
Percentage in bands:
Year 5 Grammar & Punctuation



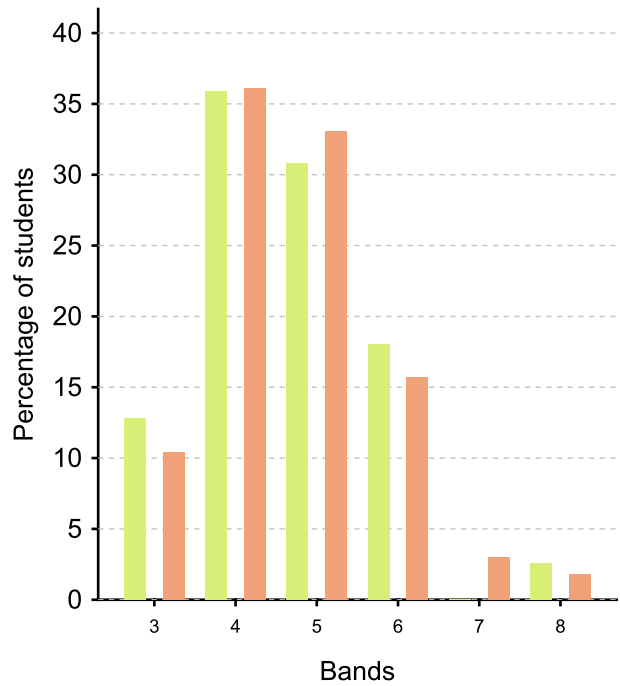
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Year 3

Numeracy: 34.1 % of students in the top 3 bands.

Year 5

Numeracy: 55% of students achieved expected growth in numeracy.

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

Parents / Carers

All parents and families were invited to complete the survey, however, only 11 responses were received.

While it is difficult to extract valid data from such a small sample, the following observations can be made:

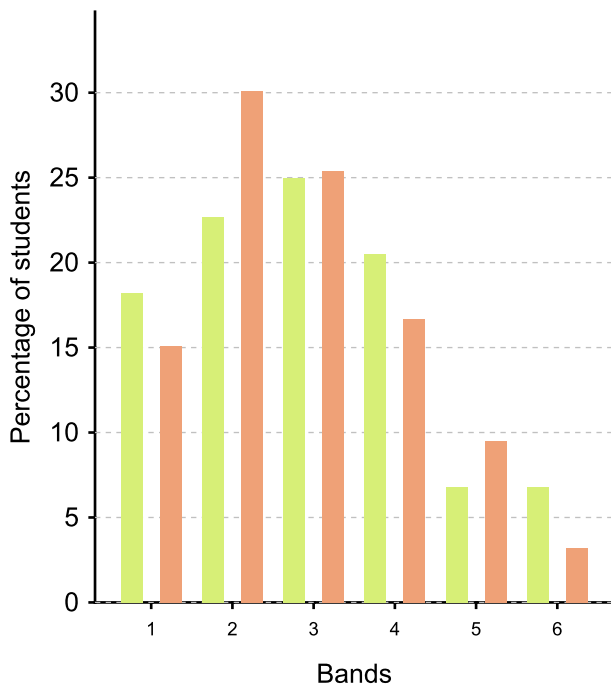
- The majority of parents feel welcome when they visit the school; can easily speak with their child's teachers; feel they are well informed about school activities and felt that the school's administrative staff were helpful when they have a question or problem. Parents loved the extracurricular activities such as NRL, choir, chess and dance.
- Requested improvement areas were improved behaviour management in the school, having parent helpers in the classrooms, building the capacity of our teachers and more parent input into school decisions.

Staff

Survey results from staff indicate the following:

- More support needed with student behaviour
- There is a positive working environment
- Teachers collaborate really well
- The Instructional Leaders are an excellent

Percentage in bands:
Year 3 Numeracy



- support with student learning
- There is an increased pressure with collecting and analysing data
- Informal conversations are held with colleagues about teaching practices/debriefs and reflections
- More focus needs to be on celebrating our successes.

Students

Survey results from students in Years 4 – 6 indicate the following:

- 87% of students feel accepted and valued by their peers and by others at their school
- 89% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 91% of students try hard to succeed in their learning
- 8.5 out of 10 students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn
- 7.9 out of 10 students feel they have someone at school who consistently provides encouragement and advice
- 8.4 out of 10 students feel teachers are responsive to their needs, and encourage independence with a democratic approach
- 7.4 out of 10 students understand there are clear rules and expectations for classroom behaviour.

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 includes:

- Curriculumbased 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.
- A school Aboriginal art gallery during Education Week where each class displayed artwork.
- The installment of a Aboriginal yarning circle in the school's playground.
- Consultation with our Aboriginal Liaison Officer to support our Aboriginal Kindergarten students.
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Multicultural and anti-racism education

Granville South Public School has approximately 90% of its student population identified as from a language background other than English (LBOTE). English as an Additional Language and/dialect (EAL/D) students are

provided with appropriate support to develop their English language and literacy skills so they are able to fully participate in schooling and achieve equitable educational outcomes. The English as a second language and/ dialect (EAL/D) teachers provide individual, small group and whole class support to address the needs of students from non-English speaking backgrounds. This also includes students participating in the New Arrivals Program (NAP). The EAL/D teachers attended training to improve EAL/D programs.

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. 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. The school has an anti-racism contact officer who is the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

At Granville South Public School the teaching and learning programs 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. We value the range and diversity of student backgrounds in our school and in the local community. To support and develop an understanding of diverse cultures at Granville South Public School, staff and students acknowledged and celebrated Harmony Day. The students wore orange mufti clothes in unity with the theme 'Everyone Belongs'.

Our school employs a Farsi speaking School Learning Support Officer (SLSO) who works with our Farsi speaking parents and students. Granville South Public School also supports our Farsi speaking students by providing an opportunity to build on their home language one hour a week.

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

Community Language

Granville South Public School is a multicultural school with approximately 60% of the students coming from an Arabic speaking background. Granville South is allocated a Community Language teacher 3 days a week to support our Arabic speaking students through explicit lessons. The school provides a community language program as an opportunity for the students to acquire, maintain and develop their language skills and extend their cultural awareness.

The community language program integrates the modern standard Arabic language with the majority of

the key learning areas. As the school enrolment increased this year, the program has been offered only for students from Years 1–5 in Semester 1 and from K – 4 in Semester 2. The Arabic language program caters for about 90 students who attend Arabic classes 2 hours every week.