

Granville Public School

Annual Report



2018



2064

Introduction

The Annual Report for **2018** is provided to the community of **Granville 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.

Gregory Grinham

Principal

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Message from the Principal

Welcome to our 2018 Annual School Report, a report where we celebrate the achievements of our students and reflect on all that has happened within our school community over the past year.

Granville Public School has grown again throughout 2018 and, will continue to do so; 2019 will see our Support Unit grow from 5 to 7 classes, whilst main stream will grow from 21 to, at least 23 classes at the commencement of the year. This growth is indicative to what happens within the community and the school. By this, I mean our community is seeing more high-rise apartment development occurring and as such as parents purchase or lease these; they will send their children to Granville Public School. Within the school, we see academic improvement through the diligence of the teaching and support staff in the implementation of programmes that are innovative and best practice, based on sound research; because of this we are seeing families move into the Granville area so that they can send their children to Granville Public School.

One such innovative and, cutting-edge, programme introduced this year was the P2K Transition Programme, for our students turning 5 as they were born in April, May, June or July. This is a two-year programme with the first year based on the Early Years Framework, which is used for Preschools and, is a National Based Programme rather than State Based. The programme is designed to:

- Have two adult educators to 20 students;
- develop the children's cognitive and social development through the process of play-based learning;
- allow students to move onto Year One if they meet the National Kindergarten Benchmarks at the completion of their first year, whilst allowing those who do not to transition into the mainstream kindergarten programme the next year.

This programme was seen to be an innovation to the first formal year of schooling and, as such Granville Public School was one of the Innovative Schools across Australia in 2018; a reward that is a reflective of every programme which is designed and implemented at the school, as such programmes are based on sound research and looks for to improve the foundations for learning of every child, ensuring that they are able to grow to their fullest potential once they leave us at the completion of year six (6). The success of such a programme can be measured in many ways; several ways we are measuring our programme are:

- Students reaching the desired national benchmarks;
- Students transitioning into their second year of formal education with solid foundations for learning;
- Academic Partnerships
 - Western Sydney University, and
 - Macquarie University

- Implementation of Play Based learning into mainstream Kindergarten; and
- The programme being implemented into other schools for 2019.

In addition to this recognition the school has demonstrated that involvement in Early Action for Success (EAFS), led by Ms Douglas and Mrs Vella, is having a positive impact on student learning and growth across Literacy and Numeracy; with Stage One (years 1 and 2) showing a positive growth of 81% across the two grades for literacy; this in turn is having positive effects with our schools results in other assessments such as NAPLAN. The EAFS programme will be further supported by Mr Milligan and Mrs Stanger in 2019, as they will not have class responsibilities but, rather have responsibility for Quality Teaching Practice; Mr Milligan Preschool to Year 2 and Mrs Stanger Years 3 to 6 and the Support Unit.

Our school also took steps towards implementing and embedding Science, Technology, Engineering and Mathematics (STEM) into our curricula, from Kindergarten to Year 6 and, of course, in our Preschool and Support Unit Programmes. This was supported with our Creative and Critical Thinking Programme (CCT) where students were engaged in authentic problem solving; I was blown away with the magnificent concept development and bridge designs in 1/2B earlier this term. These children are our future Scientists and Engineers and as such we need to ensure that they have the critical and creative skills to solve the problems that they will face in their futures.

Such programmes are supported by our partnerships with other schools and special mention must go to Granville Boys' High School; who have partnered with us for a Stage 3 Science Programme through Macquarie University. The Boys' High School also supports us through their Renaissance Programme in Stage One and our PSSA Programme on Friday; so a very special to Dr Linda O'Brien, School Principal, and all of the Staff at Granville Boys' High School for their ongoing support.

Supporting our Community was Miss Jane, our Community Hubs Australia Co-ordinator, who organise a plethora of activities and course for our parents and community members; some of which were:

- Vivid;
- Floriade;
- Yoga;
- Zumba;
- Barista Course;
- Flower arrangement course;
- Make-up course;
- Beginners English Language course;

To name but a few. To aid and assist Miss Jane with these programmes the school, with the assistance of our P&C, have commissioned the building of a community hub building which will see the foundation slab poured prior to Christmas and completion late first term / early second term. This building will be a multi-purpose building; it will have an office for:

- Community Hub Co-ordinator;
- Before and After School Co-ordinator;
- School Uniform Store;
- Mothers Room; and
- General purpose area for cooking (adults and students) and adult education classes.

These events, supported our Cultural Awareness and Inclusion Events throughout the year of Iftar Dinner, Chinese Harvest Moon Festival and Christmas Dinner and Carols Evening, ensuring the school remained Community and Inclusive focused.

The year also saw Granville Public School commit itself to the community in a broader concept, the school made a consensus decision to become a White Ribbon Ambassador School; meaning the school has a zero tolerance to any form of violence. I would like to thank both Mrs Khan and Miss Jane for the leadership that have shown in driving this project from a thought to fruition.

All of these, and many more things that I have not mentioned, would not and could not go ahead unless we had the support of every teacher, every school learning and support officer, all our office staff (Mrs Dierdre Nunez, Mrs Sharon Paton, Mrs Rhonda Scott) and our brilliant groundsman Mr Paul Brandon; as without these people none of our programmes would have been as successful as they were. For your ongoing support and belief in Granville Public School I would like to thank you all and, I look forward to us moving our school, together, through the yet to be defined tracks of 2019.

Gregory Grinham

Principal

School background

School vision statement

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 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, and leadership and management, have been focus areas for improvement throughout 2015–2017.

Granville Public School is an Early Action for Success School, and this was a major focus throughout the 2015 –2017 Strategic Management Plan and, will continue to be so in the 2018–2022 School Strategic Management Plan.

The NSW School Family Occupation and Employment Index (FOEI) for 2018 was a value of 119, compared with the NSW average of 100.

Our parents have high expectations and aspirations for their children. Community and parental support for the school is strong. The Parent and Citizens Association (P&C) lead support for the school's through the running of the school uniform shop, with profits being returned to the school for educational learning programs.

Our staff are committed to continuous improvement, professional reflection and learning, facilitated through a negotiated and resource professional learning plan. Classroom programs are planned and evaluated to reflect future focused learning skills, school priorities and differentiated learning for students.

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.

Learning

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: High expectations Sustaining and Growing

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Theme: Transitions and continuity of learning Sustaining and Growing

The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

Theme: Attendance Sustaining and Growing

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Caring for students Sustaining and Growing

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Theme: A planned approach to wellbeing Sustaining and Growing

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Theme: Individual learning needs Sustaining and Growing

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Theme: Behaviour Sustaining and Growing

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Curriculum provision Sustaining and Growing

Curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Theme: Teaching and learning programs Sustaining and Growing

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Theme: Differentiation Sustaining and Growing

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Formative assessment Sustaining and Growing

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Theme: Summative assessment Sustaining and Growing

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Theme: Student engagement Sustaining and Growing

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Theme: Whole school monitoring of student learning Sustaining and Growing

The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Whole school reporting Sustaining and Growing

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Theme: Student reports Sustaining and Growing

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Theme: Parent engagement Sustaining and Growing

Parents are presented with clear information on what and how well their children are learning and receive regular

information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Value-add Sustaining and Growing

The school's value-add trend is positive.

Theme: NAPLAN Sustaining and Growing

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Theme: Student growth Sustaining and Growing

Students are aware of – and most are showing – expected growth on internal school progress and achievement data.

Theme: Internal and external measures against syllabus standards Sustaining and Growing

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teaching

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Lesson planning Sustaining and Growing

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Theme: Explicit teaching Sustaining and Growing

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Theme: Feedback Sustaining and Growing

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Theme: Classroom management Sustaining and Growing

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Data literacy Sustaining and Growing

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment

data and related tools.

Teachers use data effectively to evaluate student understanding of lesson content.

Theme: Data analysis Sustaining and Growing

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff.

All teachers contribute to gathering and analysing data.

Theme: Data use in teaching Sustaining and Growing

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Theme: Data use in planning Sustaining and Growing

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Improvement of practice Sustaining and Growing

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Theme: Accreditation Sustaining and Growing

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Theme: Literacy and numeracy focus Sustaining and Growing

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Collaborative practice and feedback Sustaining and Growing

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Theme: Coaching and mentoring Sustaining and Growing

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Theme: Professional learning Sustaining and Growing

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Theme: Expertise and innovation Sustaining and Growing

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Leading

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Instructional leadership Sustaining and Growing

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Theme: High expectations culture Sustaining and Growing

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

Theme: Performance management and development Sustaining and Growing

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Theme: Community engagement Sustaining and Growing

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Continuous improvement Sustaining and Growing

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

Theme: School plan Sustaining and Growing

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Theme: Annual report Sustaining and Growing

In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.

The school's on–balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Staff deployment Sustaining and Growing

The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school.

Theme: Facilities Sustaining and Growing

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Theme: Technology Sustaining and Growing

Technology is effectively used to enhance learning and service delivery.

Theme: Community use of facilities Sustaining and Growing

Use of school facilities by the local community delivers benefits to students.

Theme: Financial management Sustaining and Growing

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The school's on–balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Administrative systems and processes Sustaining and Growing

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

Theme: Service delivery Sustaining and Growing

Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

Theme: Community satisfaction Sustaining and Growing

The leadership team analyses responses to school community satisfaction measures.

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

Strategic Target 1 Students will be lifelong learners who think critically and creatively.

Purpose

Students will develop their higher order thinking skills by engaging in challenging activities involving technology and future focussed learning experiences. Learning environments and engaging learning opportunities will allow students to explore concepts of generating and evaluating knowledge, clarifying concepts, seeking possibilities and solving problems in ways that draw upon a range of learning areas and disciplines. this will improve student literacy and numeracy achievements across all key learning areas.

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
100% of teaching staff will attend school-based STEM professional learning. 100% of teaching staff will attend school based CCT professional development. 100% of Stage 2 staff will have STEM embedded in their teaching and learning program. Increase in classes K-6 experimenting with coding. 100% of staff will demonstrate, through their class Teaching & Learning Program, embedded ICT and CCT.	<ul style="list-style-type: none">• Staff Training and Development, as part of Professional Learning Expenditure•	<ul style="list-style-type: none">– STEM committee presented professional learning to whole-staff to embed STEM into their class programs.– Two Stage 3 classes participated in a STEM project with Macquarie University, with the assistance of students and teachers from Granville Boys.– STEM programs for all stages were created for implementation through science in 2019.– CCT committee presented professional learning to introduce effective ways to integrate CCT learning experiences across the curriculum.– CCT activities planned, delivered and explicitly identified in all a class teaching programs.– 100% of students exposed to CCT activities at least once a week.– 100% of Stage 2 science programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of teaching staff will attend school-based STEM professional learning.</p> <p>100% of teaching staff will attend school based CCT professional development.</p> <p>100% of Stage 2 staff will have STEM embedded in their teaching and learning program.</p> <p>Increase in classes K–6 experimenting with coding.</p> <p>100% of staff will demonstrate, through their class Teaching & Learning Program, embedded ICT and CCT.</p>		<p>embedded STEM project.</p> <ul style="list-style-type: none"> – All Kindergarten classes continued to experiment with coding programs and activities. – Virtual coding kits were researched and organised for implementation in Term 1, 2019. – 100% of staff embedded ICT and CCT into class programs. – Researched and trialled Computers On Wheels (C.O.W) prior to purchase for use K–6.

Next Steps

- Formative assessment– students setting learning goals and reflecting on achievement
- Visible learning
- Growth Mindset (Tim Perkins)
- Play Based Learning K–2
- Improve student writing (Years 3–6) through the Seven Steps of Writing
- Interventionists supporting students in Literacy
- Initial Lit and Smart Spelling in Kindergarten

Strategic Direction 2

Strategic Target 2 Quality teachers and leaders will innovate and differentiate to inspire our learners.

Purpose

To enrich teacher's professional practices through quality, research based, data driven professional learning which is reflective of the staffs and leader's needs.

To Enhance the capabilities and capacities of teaching staff to deliver and lead high quality, inclusive, differentiated and innovative learning programs and provide quality and explicit feedback.

to build and enrich the leadership and problem solving capabilities of staff in an innovative learning culture of collaboration, reflection and improvement.

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
100%of staff will participate in differentiated professional learning experiences and in one or more external professional learning opportunities that directly relate to PDP goals. 100%of teachers regularly analyse and reflect on student performance data to improve pedagogy. 100%of aspiring leaders take on one or more executive roles/duties per term. 100%of new, and, returning staff will engage in the induction program and complete within the first year of returning to work or employment.	Professional Learning funds \$44,946 Literacy & Numeracy Funds \$87,455 QTSS Funds \$113,796	Data informed, differentiated and personalised learning experiences were documented in all teaching and learning programs. The school leaders, including executive, LaST and ECT mentors assisted EC teachers and learning teams with differentiation practices. * All staff have individual professional learning plans that demonstrate reflective teaching practice, are linked to the Australian professional teaching standards and guide their learning, practice and capacity to improve student learning. All PDPs demonstrate reflective teaching practice, linked to the APST & SEF, evidenced by improved student learning data. Reflection was documented in teaching and learning programs, PDPs and team meeting minutes.

Next Steps

- * Complete school teaching and learning policy to reflect future focused learning principles
- * Coaching and mentoring for all staff in differentiating for students at their individual points of need
- * Development of growth mindset to implement and trial new strategies to activate future focused learning, informed by student needs.

Strategic Direction 3

Strategic Target 3 Our school community will be inclusive, informed and engaged.

Purpose

To enrich and sustain an inclusive and respectful collaborative partnership with students, staff, parents and the wider community. All members have a shared vision and are well informed, thus 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
Progressively increase parent attendance and community involvement at school events. Increase in subscribers to social media platforms. Maintain and increase partnerships with all stakeholders and community networks. Increase in positive feedback from community members regarding school events.	\$20,000 for Community Hubs Australia Programme \$5,000 for community functions \$3,000 for transport	<ul style="list-style-type: none">– Increase in community celebrations (e.g. addition of Moon festival and Grandparent's Day) which has resulted in a greater community attendance– Increased parent attendance at Meet the Teacher evening– Utilised social media platforms (Facebook, Twitter, emailing of newsletters and Skoolbag apps) to inform parents of upcoming events– Weekly Community Hub programs:– Playgroup– Sit n Sip/conversational English

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Progressively increase parent attendance and community involvement at school events.</p> <p>Increase in subscribers to social media platforms.</p> <p>Maintain and increase partnerships with all stakeholders and community networks.</p> <p>Increase in positive feedback from community members regarding school events.</p>		<ul style="list-style-type: none"> – Increased parent participation in twice weekly Homework Club program – Increased parent, staff and student involvement in Granville Go weekly walks – Increase in parent volunteers in the PATCH training program – Parent, student and community involvement in a whole-day working bee for the Stephanie Alexander Kitchen Garden program (garden) – Regularly updated school website utilising new platform – Weekly tracking notifications sent to website administrators ensure community presence – Regular updates throughout the school day on all social media platforms – Development of a Support Unit parents' network who meet twice a term. From March to December, parent attendance grew from five parents to twelve parents – 60% growth of Outside Agency Classroom Therapy sessions in the Support Unit – Created partnerships with Ability Links, facilitating meetings with Support Unit parents ensuring they are informed about NDIS policies, procedures and management of allocated funds. – Granville Boys High School STEM collaboration with Stage 3 students for one term. – Granville Boys High School Renaissance Group supporting Stage 1 classes – Community Hub programs provided in collaboration with external agencies: <p>Barista course</p> <p>Parent swimming lessons</p> <p>First Aid</p> <p>Cert. IV educational support</p> <p>Basic computer course</p> <p>Floristry</p> <p>Fruit and Veg workshop</p> <p>Zumba</p> <p>Yoga</p>

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Next Steps

- Involve parents in Stage 3 and Stephanie Alexander Kitchen Garden committee's fundraiser at Bunnings
- Continuation of PATCH program and implementation of the PATH program (post-PATCH volunteers)
- Expanding community celebrations of cultural events (e.g. Diwali/colour run)
- Collate data from website tracking to calculate improvement %
- Electronic visitor sign-in
- New school app platform (skoolzine)
- Opening of new Community Hub building for the Community Hub Australia building
- Continuation of Community Hub programs

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,463	100% of Aboriginal and Torres Strait Islander students had personalised learning plans (PLPs) developed in consultation with the students, class teacher and parent/carer.
English language proficiency	\$346,406	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.
Low level adjustment for disability	\$229,049	<ul style="list-style-type: none"> • Formation of a Preschool to Kindergarten (P2K) Transition Programme (2 year programme for students commencing school at 4 to 4.5 years of age). • employment of SLSO for the P2K Programme • employment of an additional 2 SLSO's to support the Learning & Support Programme • employment of 2 teachers (0.8 x 2) to support the EAfS programmes transition into Stages 2 and 3.
Quality Teaching, Successful Students (QTSS)	\$113,796	<p>QTSS funding was built into the Assistant Principal (AP's) Executive Release allocation each week, for the four mainstream AP's.</p> <p>AP's used this time allocation to:</p> <ul style="list-style-type: none"> * Observe team members teach; * Demonstration lessons in Key Learning Areas; and * Release team members to go and observe Best Practice in colleague's classes.
Socio-economic background	\$336,705	<p>Community relationship/partnerships were developed through projects such as:</p> <ul style="list-style-type: none"> * Parent English as a Second Language Program; * engagement in the Community Hubs Australia Programme; * Parents Excursions and workshops; and * Engagement of Speech Pathologist to work with Preschool, Early Stage 1, and, Stage 1 two days per week.
Support for beginning teachers	\$33,000	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.
Targeted student support for refugees and new arrivals	\$14 859 targeted refugees	Refugee and newly arrived students in Stage two and Stage three were immediately

Targeted student support for refugees and new arrivals	<p>\$94870 for New arrivals</p> <p>\$120,000 for additional New Arrivals SLSO support</p> <p>\$105,240 Community Detention funding</p>	<p>enrolled into the Language Enrichment class throughout the year. The transitioning of the students into the mainstream commenced interm 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 in detention or released into the community on a Bridging Visa E.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	277	299	300	312
Girls	232	270	268	260

Granville Public School's enrolment continues to increase.

At Granville Public School students are in Grade based classe, Kindergarten, Grades 1 through to 6.

The five (5) Support Unit Classes are group as:

1. 1 x IM
2. 1 x IO
3. 1 x Autism
4. 2 x Multi-categorical

The one (1) class preschool operates a 2 group programme over a fortnight.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.4	92.4	92.5	88.8
1	92.4	90.5	92.2	91.4
2	92.7	91.6	93.6	92.5
3	94.9	93.6	92.5	92.4
4	94.3	92.8	91.6	90.5
5	93.2	93.9	91.6	91.4
6	94.9	92.1	92.5	92.6
All Years	93.9	92.4	92.4	91.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.52
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3
School Counsellor	2
School Administration and Support Staff	10.26
Other Positions	1.4

*Full Time Equivalent

In 2018, one member of our 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 2018 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	479,747
Revenue	7,478,125
Appropriation	7,160,499
Sale of Goods and Services	31,272
Grants and Contributions	280,080
Gain and Loss	0
Other Revenue	1,650
Investment Income	4,625
Expenses	-6,947,955
Recurrent Expenses	-6,947,955
Employee Related	-6,427,110
Operating Expenses	-520,846
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	530,170
Balance Carried Forward	1,009,917

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 their 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.

	2018 Actual (\$)
Base Total	3,798,831
Base Per Capita	119,750
Base Location	0
Other Base	3,679,081
Equity Total	1,025,076
Equity Aboriginal	3,463
Equity Socio economic	336,705
Equity Language	346,406
Equity Disability	338,502
Targeted Total	925,025
Other Total	1,061,393
Grand Total	6,810,324

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

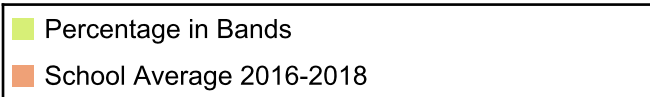
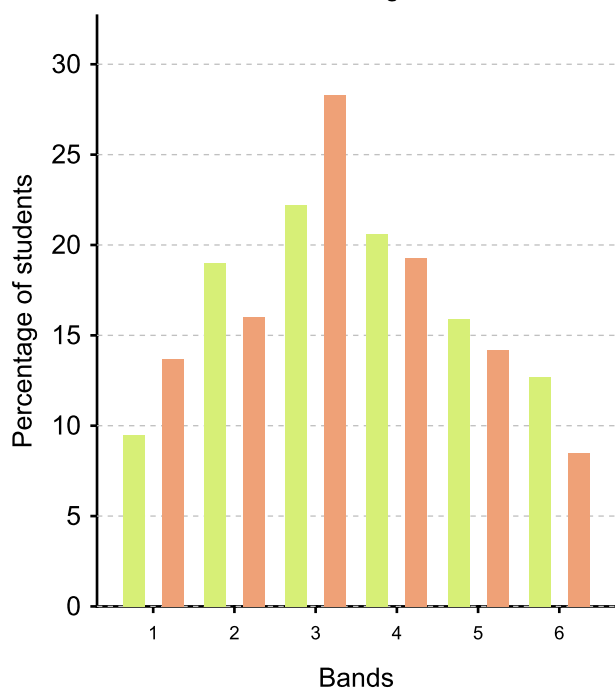
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

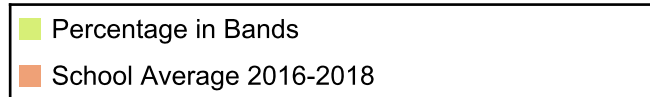
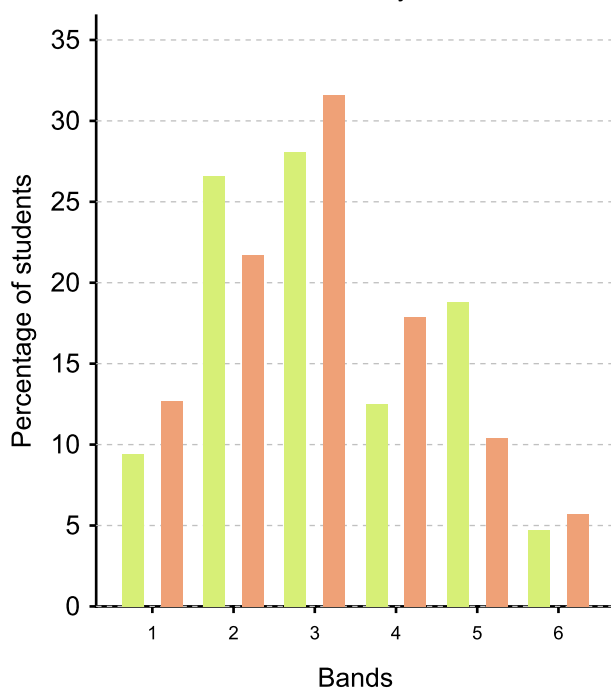
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 we achieved an increased number of students achieving in the top 2 bands in Reading. The graphs show that 28.6% of Year 3 students and 15.3% of Year 5 students achieved in those top 2 bands, for reading. This is an increase from an average of 8.5% for 2017.

Percentage in bands:
Year 3 Reading

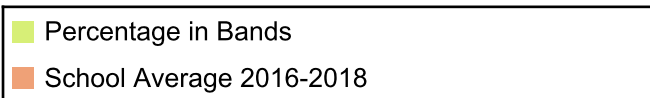
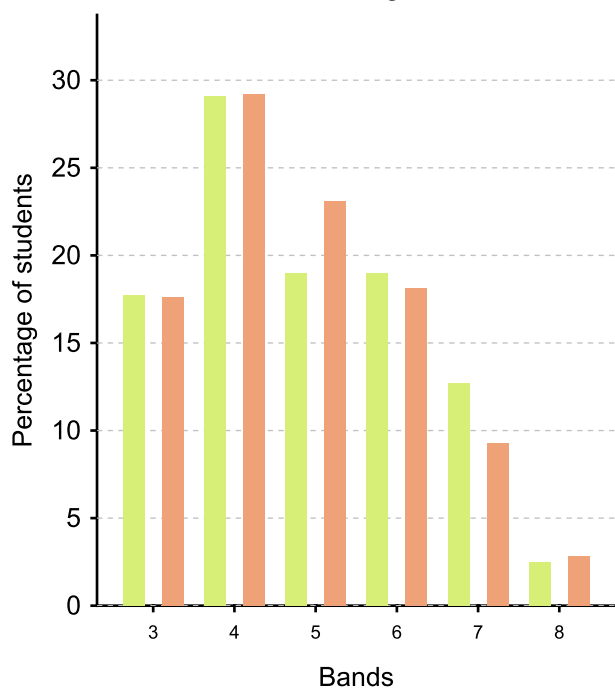


Percentage in bands:
Year 3 Numeracy

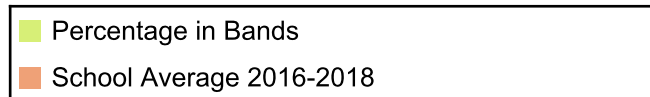
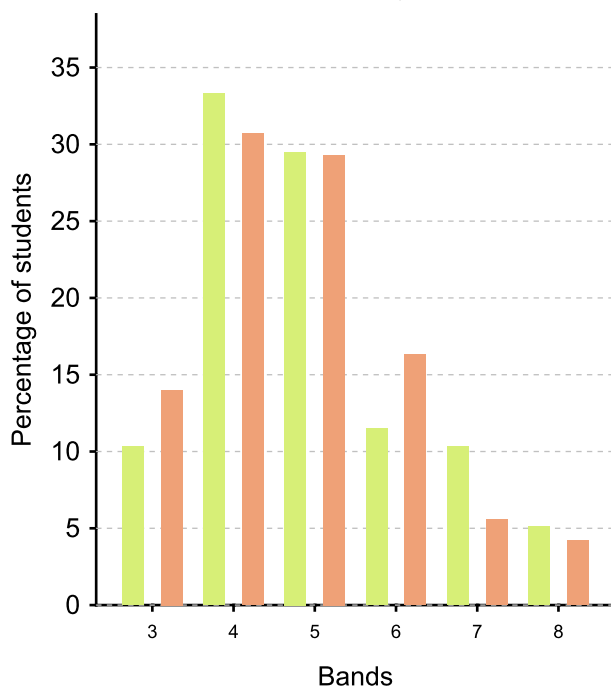


Band	1	2	3	4	5	6
Percentage of students	9.4	26.6	28.1	12.5	18.8	4.7
School avg 2016-2018	12.7	21.7	31.6	17.9	10.4	5.7

Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



More students in Year 5 achieved the top band in numeracy than the past 3 years. Numeracy will be a focus in early Stage 1 and Stage 1 for 2019.

Band	3	4	5	6	7	8
Percentage of students	10.3	33.3	29.5	11.5	10.3	5.1
School avg 2016-2018	14	30.7	29.3	16.3	5.6	4.2

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.

The Premier's Priorities to increase outcomes for students in the top 2 bands:

in Reading 28.6% of Year 3 students and 15.3% of Year 5 students achieved in the top 2 bands. This is an increase from an average of 14% for 2017.

In 2018 there were no students, who identified as Aboriginal or Torres Strait Islander, who sat NAPLAN.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 the Harvard School of Education online survey, via Survey Monkey, was used. Their responses are presented below.

Parents

Parents responded with a number of positive qualities including:

*their child is clear about the rules for school behaviour

*feeling welcome and well informed about school activities

*school's administrative staff are helpful when parents have a question or problem

Teachers

The highest scoring responses from teachers included:

*clear expectations for classroom behaviour

*school leaders to create a safe and orderly school environment

*talking with other teachers about strategies that increase student engagement

*monitor the progress of individual students

Students

*93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future

*90% of students report that they display positive behaviour at school

*There is a high rate of participation in extracurricular school activities

Areas for improvement include:

1. Parents would like more information about opportunities concerning their child's future
2. Teachers feel they need more regular contact with the parents of students with special learning needs
3. Most students are confident of their skills but 40% feel that they are not challenged enough in their English and maths lessons. This is a 3% improvement since 2017.

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 2018, five (5) 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 2018 the ARCO Officers dealt with three (3) 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.