

# Granville South Public School Annual Report



2018



2066

## Introduction

The Annual Report for **2018** is provided to the community of Granville South PS as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Karen Macphail

Principal

### School contact details

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9632 9388

### Message from the 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 2018 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 2018 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

Our purpose is to provide an inclusive, respectful and stimulating learning environment where every child is known, valued and cared for. We empower all children to embrace learning, fulfil their potential and build social, emotional and physical wellbeing in order to make positive contributions to the community.

### 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 334 students and growing. More than eighty five per cent 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.

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 provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Year 1 to Year 6. Parents, community members and our local schools play a vital role in the life of the school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning there is demonstrated commitment within the school community that all students make learning progress. Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning. The school works with our School as a Community Centre facilitator to actively plans for a six week Kindergarten transition where the school collects and analyses information to inform and support students' successful transition. Our next step is to ensure that a Year 6 to high school transition is evaluated and improved upon. 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. We continue to work closely with the Home School Liaison Office to ensure that students at risk and their families are being supported. The wellbeing of students is explicitly supported by identified staff. Students and staff recognise that student wellbeing and engagement are important conditions for learning. In 2018 we received a grant from Lidcombe Dooleys to run a Life Skills program focusing on social and emotional learning. Our next step is to work with the community to ensure that they also value the importance of a whole school approach to student wellbeing and engagement. Expectations of behaviour are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. 2018 saw the relaunch of our PBL Star Days for students who consistently followed the school rules. In Term 4 over 200 students (out of 335) attended the Star Day. Our next step with PBL is ensure a consistent approach, specifically with the language around PBL is implemented. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Our next step is to support students in articulating their learning and understanding what they need to learn next to enable continuous improvement. As part of being an EAFS school teachers are required to collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. In Term 4 the Instructional Leaders created 'data chat' times which enabled each stage of teachers to be off class for an extra hour during the week to discuss the data,

and how to effectively use the data to inform their teaching. Due to the success of the data chats this will continue into 2019.

In the domain of Teaching, teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. We regularly use student progress and achievement data to inform lesson planning. Teachers collaborate across stages teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. These collaborations occur during a planning day each term as well as fortnightly stage meetings. The Assistant Principals and Instructional Leaders facilitate the collaborations with the aim to guide the conversation in order to inform the development of evidence-based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Our school-wide PBL approach to effective and positive classroom management is evident; however, we aim to build on this in 2019. Teachers regularly meet with the Instructional Leaders to engage in professional learning conversations that builds skills in the analysis, interpretation and use of student progress and achievement data. The outcome being that teachers are now using data effectively to evaluate student understanding of lesson content. All our teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

In the domain of Leading the leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. We regularly monitor teacher programs to ensure requirements are being met. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Feedback is often shared during communication meetings or via survey monkey. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are continually welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. This is done during our monthly P&C meetings or via survey monkey. We pride ourselves on how our school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. We continue to make informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

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

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### Student Wellbeing

#### Purpose

Our aim is to:

Improve student wellbeing through the provision of an inclusive environment that supports the learning and social and emotional needs of all students.

Enhance the ability of every student to demonstrate resilience, acceptance and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.

Implement evidence based strategies to ensure the wellbeing of all students to connect, succeed, thrive and learn.

#### Overall summary of progress

Student wellbeing was a big focus in 2018. Professional learning around Positive Behaviour for Learning has seen an increase in the number of positive incidences across the school and a decrease in negative incidences recorded across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 75% improvement (from 2017 data) in playground behaviour as outlined in Sentral data.	\$3 000 – Auburn PCYC	A reduction of 22% of major behaviour incidences in both the classroom and playground.
A 90% improvement (from 2017) data in classroom behaviour as outlined in Sentral data.	\$5000 – Life Skills	The introduction of a boys group targeting our 'at risk' boys during lunch time and recess play times. This included groups run by a teacher and also a youth worker from Auburn PCYC.
100% of students identified in the National Consistent Collection Data have learning effectively differentiated.	\$20 000 – utilising RAM equity to employ a teacher 2 days a week to run an explicit well being program to every class.	All students identified in the National Consistent Collection of Data were supported in the classroom and / or playground. Evidence of differentiation was recorded for every student.
100% of teachers explicitly teach and engage students in wellbeing programs including lifeskills, PBL, social and emotional learning and Bounce Back	\$30 000 – RAM equity to resurface our basketball court to encourage more users.	A school run wellbeing program in Term 2 and 3, to follow up from Life Skills in Term 1
An increase in Principal Awards		
An increase in attendance of students at Star Kids Day		

#### Next Steps

- Begin 2019 with a whole school PBL launch day.
- The inclusion of a PBL / Wellbeing hour where all teachers are explicitly teaching social and emotional skills in line with our scope and sequence.
- Parent information session around PBL.
- Installation of brand new play equipment.
- Installation of two multi courts in the playground.

## Strategic Direction 2

### Quality Teaching and Learning

#### Purpose

Our aim is to:

Enhance effective teaching methods using evidence-based teaching strategies to meet the needs of every student.

Enhance the use of school-wide assessment data to identify student achievement and progress in order to inform future directions for every student.

Enhance professional learning and its impact on the quality of teaching and student learning outcomes for every student.

Enhance staff responsibility in maintaining and developing their professional standards in order to meet the needs of every student.

#### Overall summary of progress

##### TERM 1

Early Action for Success data used for differentiation and targeting intervention programs (by Instructional Leaders initially)– ongoing.

PLAN2 data entered and Instructional Reading Levels submitted K–6 Week 5 and Week 10 of every term.

Intervention teams worked with "Amber" students over the year to improve their access to their curriculum

Accurate data available for monitoring by IL's

##### MID TERM – 2

Awareness raising of PLAN2 at Term 2 Staff Development Day. To ensure a deep understanding a decision was made to implement this slowly. This has helped to ensure its sustainability.

##### END TERM – 2

Teachers to collect a variety of quality writing samples from their class for analysis at Progressions professional learning.

Supervisors discussed 'quality work samples' in stage meetings to continue this professional development.

##### MID TERM – 3

Making data meaningful – plotting of ALL students on only the two sub-elements: Creating Texts and Additive Strategies.

This was a manageable option for teachers and whole class data entry, on only the 2 sub-elements, provided meaningful data for evaluation by Instructional Leaders, teachers, stage supervisors and executive.

##### END TERM – 3

Instructional Leaders to collate and analyse PLAN2 data

Data was collected and shared with teachers at the end of Term 4.

#### MID TERM – 4

Final data entry for 2018 analysed and a decision to keep a focus on 'Creating Texts' in 2019 was made.

Data Chats implemented by school (1 hour per week, per class) enabled opportunities for teachers to discuss and co-plan for targeted students.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students achieving expected growth in NAPLAN.	\$80 000 – RAM equity to increase our Instructional Leader entitlement.	A decrease of the number of students in the lowest two bands in Yr 5 reading, writing, grammar and punctuation and spelling (compared to 2017).
Reduce the number of students in the bottom two bands in NAPLAN.	\$10 000 – employ a literacy and numeracy consultant	A decrease of the number of students in the lowest two bands in Yr 3 reading, writing, grammar and punctuation and spelling (compared to 2017).
Quality data driven programs used by teachers embedding Department of Education Literacy and Numeracy Progressions to increase the number of students achieving expected growth.	\$10 000 – to replace teachers to attend professional learning	Year 5 students that achieved at or above expected growth in reading was 55% compared to 39% in 20178.
Classroom walkthroughs and observation data indicates embedding of evidenced based professional learning.	\$104 000 – employing an extra classroom teacher to reduce class size	

#### Next Steps

To increase the percentage of students in Year 5 achieving at or above expected growth in all areas of NAPLAN.

## Strategic Direction 3

### Enhancing Community Partnerships

#### Purpose

Our aim is to:

Increase community engagement within the school.

To strengthen our interconnected learning community that values and fosters strong connections within and beyond the school for the purpose of improving outcomes for students.

#### Overall summary of progress

Steps have been taken to achieve an increase in parents using the school communication systems, predominately SeeSaw for teacher /parent communication, and website and social media platform for whole school communication.

We are seeing an increase in the number of our parents joining our Parent Cafe' time and our multicultural lunches, although we are still working on different strategies to engage parents in curriculum meetings and classroom open days, eg: Education Week.

100% of students who were involved in external extra curricula activities had parent attendance at support at these events.

Our School as Community Centre continues to effectively support the school community through excellent playgroup, speech programs and Kindergarten transitions etc to build relationships with our parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of Seesaw, website interaction and communication through our school app.  Increase intervals at which the website is updated and maintains consistency.  Increased attendance data at parent events.  Increased parental participation in school run and external surveys.	\$1000 – skoolbag  \$500 – website training	Purchase of skoolbag subscription.  All teachers K–2 using seesaw effectively.  A new school website launched. One staff member trained.  A decrease in the number of parents completing satisfaction surveys.

#### Next Steps

To change our school app from 'Skoolbag' to increase communication

To decrease the time between updating our school website

To change the way we conduct parent surveys in order to increase the number of participants



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2007	To release teachers, enabling them to meet with parents to ensure PLPs are implemented.  Aboriginal performer during NAIDOC week.  Art resources for our NAIDOC Week art gallery.
<b>English language proficiency</b>	\$43 606 (flexible funding)	Flexible funding was used to employ a teacher, three days a week, adding to the already existing EAL/D staffing allocation. This allowed for smaller groups and more students to be targeted for intervention. Professional learning for our English as an Additional Language or Dialect (EAL/D ) teacher improved quality of teaching and learning, this included our EAL/D teaching being trained in L3. Our EAL/D teachers continued working with our Refugee Support Leader – Holroyd Network to evaluate and build on the programs already implemented.
<b>Low level adjustment for disability</b>	\$67 632	This funding enabled us to employ a number of School Learning and Support Officers to support students in the following areas:  * Minilit and Multilit  * Behaviour support  * Language groups
<b>Quality Teaching, Successful Students (QTSS)</b>	\$59 136	This staff allocation enabled an Assistant Principal to be off class to focus specifically on student health and wellbeing. This has increased the wellbeing initiatives within the school, saw greater student support especially with our at risk families and also enabled our class teachers to focus solely on improving student outcomes in the classroom.
<b>Socio-economic background</b>	\$381 335	Employed a speech therapist and an occupational therapist one day a week each to work in class alongside teachers and with small targeted groups.  Employment of another class teacher in order to spread our students more effectively over K-6 and therefore making our classes slightly smaller.  Used funds to update our playground, including adding shade sails and resurfacing old asphalt.
<b>Support for beginning teachers</b>	\$0	We received no funding in 2018 for beginning teachers, however, we utilised previous funding to ensure our beginning teacher had an hour a week to meet with their mentor and / or to observe other teachers.
<b>Targeted student support for refugees and new arrivals</b>	\$4840	Rewriting of our enrolment procedures for NAP students. This allowed us to better get to know the family and how we can support them.

<b>Targeted student support for refugees and new arrivals</b>	\$4840	NAP excursion to Featherdale Wildlife Park. This increased oral language and vocabulary, as well as experiencing animals of Australia.
<b>Schools as a Community Centre</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	145	159	166	161
Girls	139	147	157	168

With a slightly smaller Kindergarten cohort in 2018 our numbers were relatively stable.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.3	91.6	89.5	91.7
1	89.1	91.9	88.5	89.7
2	89.4	93.8	86.4	88.7
3	91.3	93.4	87.1	88.1
4	90.2	92	89.9	87.9
5	90	91.8	89.7	93.7
6	92	90.3	90.4	87.5
All Years	90.6	92.2	88.7	89.4
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

Student attendance in 2018 was a particular focus as outlined in our 2018 – 2020 School Plan. 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) worked very closely with the school and support was offered to 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 and offer support to individual students and their families.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.91
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher ESL	1.2
School Administration and Support Staff	2.87
Other Positions	0.6

\*Full Time Equivalent

We have one staff member that 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	68
Postgraduate degree	32

### 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 2018 – 2020 School Plan and internal and external school data). Weekly professional learning sessions are held as well as professional learning on School Development Days.

The school joined a network of schools in employing a literacy and numeracy expert to work with the Principal and executive team in order to build teacher capacity. These sessions included a Principal Master Class, an Instructional Leader Masterclass and a visit to the school twice a term to ensure support implementation of the research based evidence.

Teachers have had access to a range of professional learning opportunities including:

- Code of Conduct – all staff
- Child Protection training – all staff
- CPR and anaphylaxis – all staff
- PDHPE – implementing the new syllabus (2 teachers)
- Science – introduction to the new syllabus (2 teachers)
- Building Numeracy Leadership – 4 teachers
- Trauma training (Berry Street Model) – 3 teachers
- Redbank Conference (Student Wellbeing)– 2 teachers
- Effective Reading in Early Years – 3 teachers
- Conference for Aspiring Leaders – 3 teachers
- Social Media update – 2 staff members
- Health and Safety requirements
- Problematic and Sexualised behaviour
- Managing Actual and Potential Aggression – all staff
- Stage 2 Writing with literacy consultant – 3 teachers
- Working with students with Autism – 2 teachers
- Three teachers beginning L3 training – 3 teachers
- Supporting refugees – 1 teacher
- Community Language Network Meetings – 1 teacher
- Learning and Support Network Meetings – 1 teacher
- Positive Behaviour for Learning Network Meeting – 1 teacher

Relevant staff also went along to:

- Deputy Leader Conference
- Assistant Principal Conference
- Early Action for Success conference
- School Administrative Manager conference

In 2018 four of our Early Career teachers were successful in gaining their accreditation at proficient

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	275,586
<b>Revenue</b>	3,924,089
Appropriation	3,827,699
Sale of Goods and Services	7,125
Grants and Contributions	87,059
Gain and Loss	0
Other Revenue	0
Investment Income	2,206
<b>Expenses</b>	-3,668,058
Recurrent Expenses	-3,668,058
Employee Related	-3,216,793
Operating Expenses	-451,264
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	256,031
<b>Balance Carried Forward</b>	531,618

Granville South Public School's financial committee meets regularly to discuss the school's budget and financial policy requirements. In 2018 a large portion of money was spent on employing an extra teacher, running a speech and occupational therapy program and on property maintenance which included updating our school playground area. The information provided in the financial summary includes reporting 1st January 2018 to to 31 December 2018.

## Financial information

### Financial summary

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

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,287,242
Base Per Capita	62,458
Base Location	0
Other Base	2,224,783
<b>Equity Total</b>	806,919
Equity Aboriginal	2,007
Equity Socio economic	412,569
Equity Language	168,541
Equity Disability	223,801
<b>Targeted Total</b>	65,309
<b>Other Total</b>	484,955
<b>Grand Total</b>	3,644,425

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.

An increase (from 2017) of Year 3 students achieving the top two bands in reading.

An increase (from 2017) of Year 3 students achieving the top two bands in spelling.

A decrease of the number of students in the lowest two bands in Yr 3 reading, writing, grammar and punctuation and spelling (compared to 2017).

In Yr 3 there was a higher percentage of students achieving the top band in spelling compared to similar schools.

An increase (from 2017) of Year 5 students achieving the top two bands in grammar and punctuation.

An increase (from 2017) of Year 5 students achieving the top two bands in spelling.

An increase (from 2017) of Year 5 students achieving the top two bands in writing.

A decrease of the number of students in the lowest two bands in Yr 5 reading, writing, grammar and punctuation and spelling (compared to 2017).

55% of Yr 5 students achieving at or above expected growth in reading.

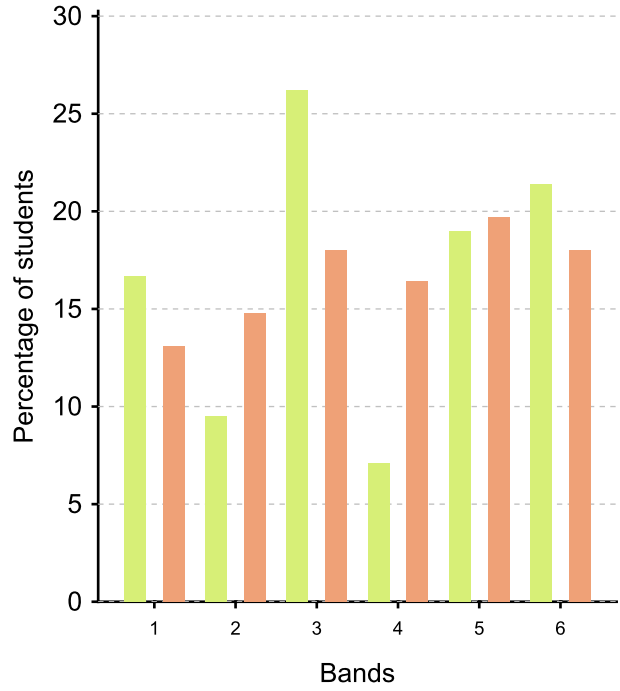
52% of Yr 5 students achieving at or above expected growth in grammar and punctuation.

In Yr 5 there was a higher percentage of students achieving the top band in writing compared to similar schools.

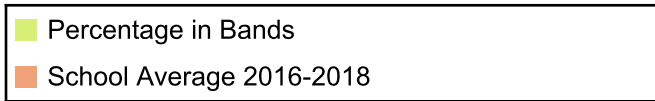
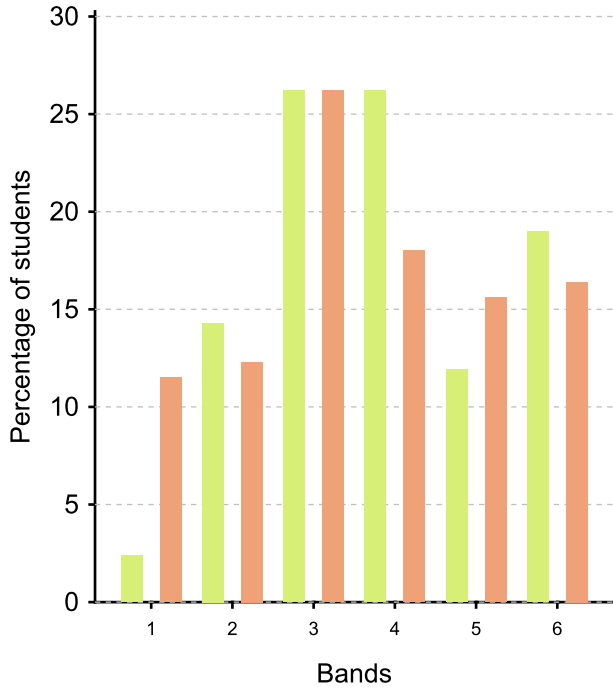
Our Year 5 students have a higher averaged scaled growth compared to all NSW schools in the areas of writing, reading, grammar and punctuation and writing.

As outlined in the Premier's Priority report an increase from 12.8% (2017) to 17.12% of Yr 3 and 5 students in the top two bands in both reading and numeracy.

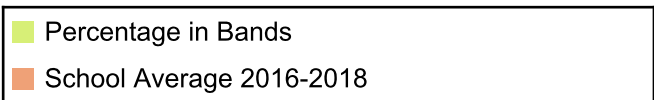
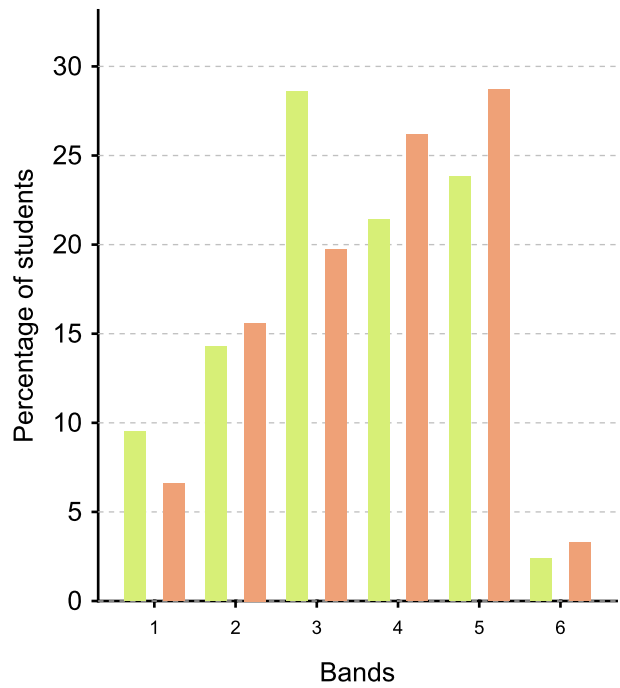
**Percentage in bands:**  
Year 3 Spelling



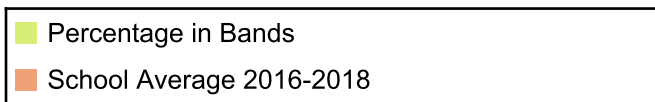
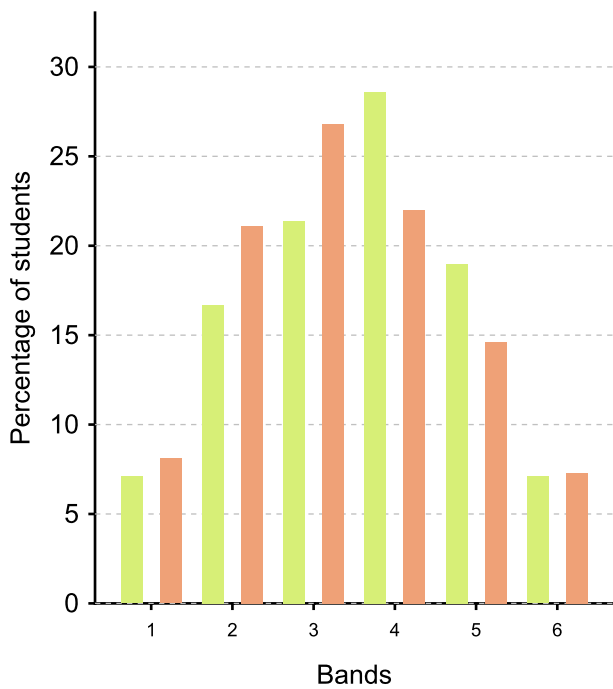
**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Writing

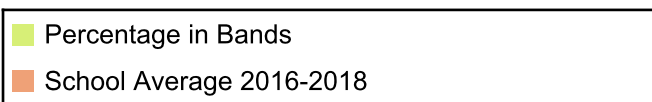
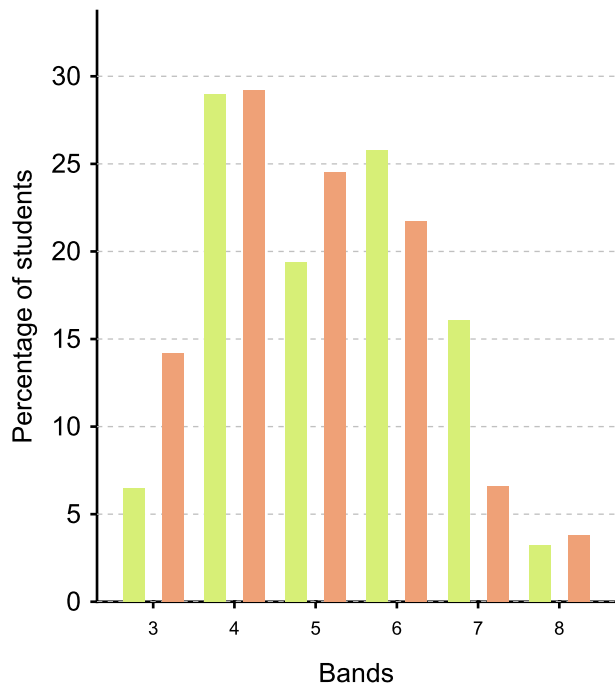


**Percentage in bands:**  
Year 3 Reading

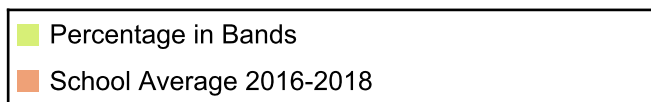
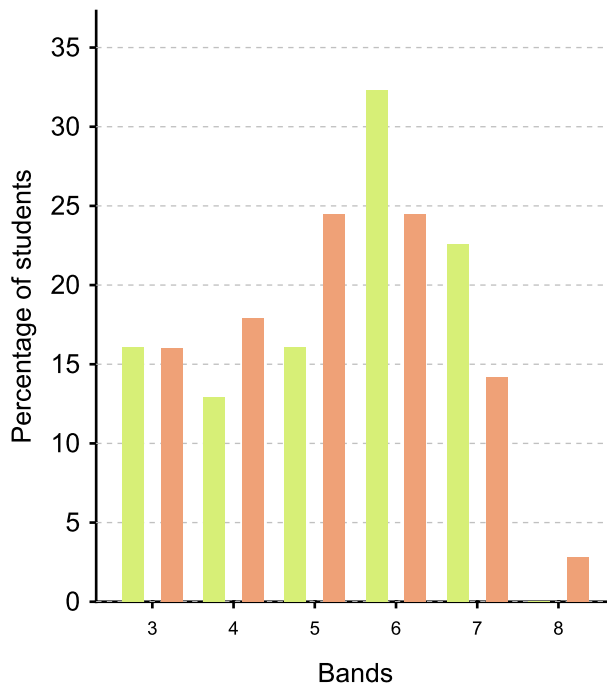




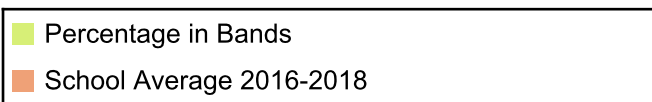
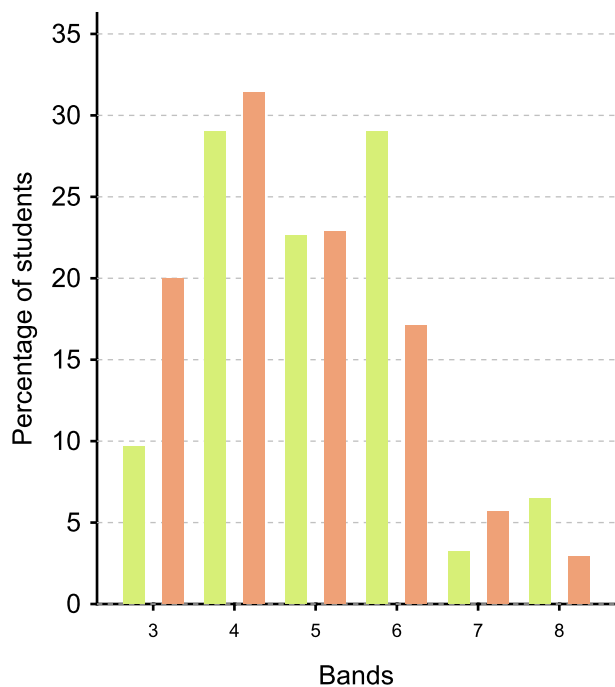
**Percentage in bands:**  
Year 5 Grammar & Punctuation



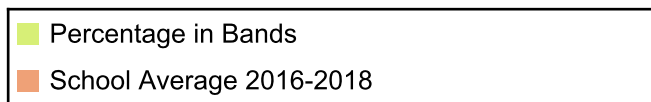
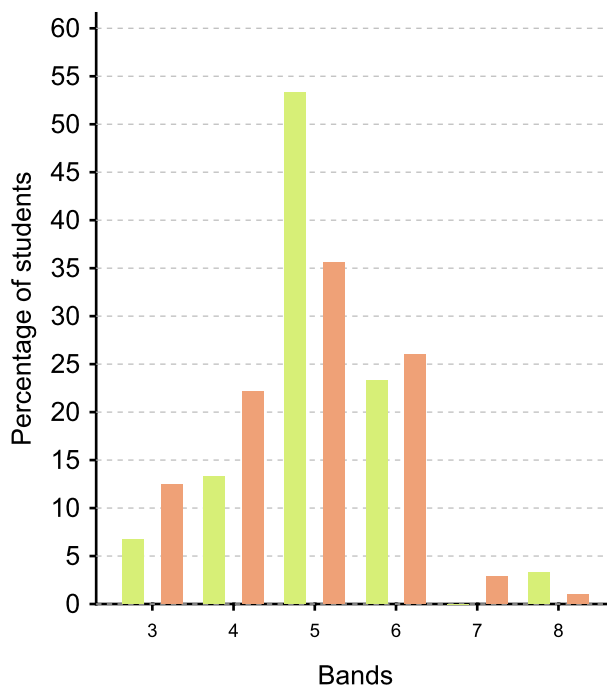
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



An increase (from 2017) of Year 3 students achieving the top two bands in numeracy.

An increase (from 2017) of Year 5 students achieving the top two bands in numeracy.

A decrease of the number of students in the lowest two bands in Yr 5 numeracy (compared to 2017).

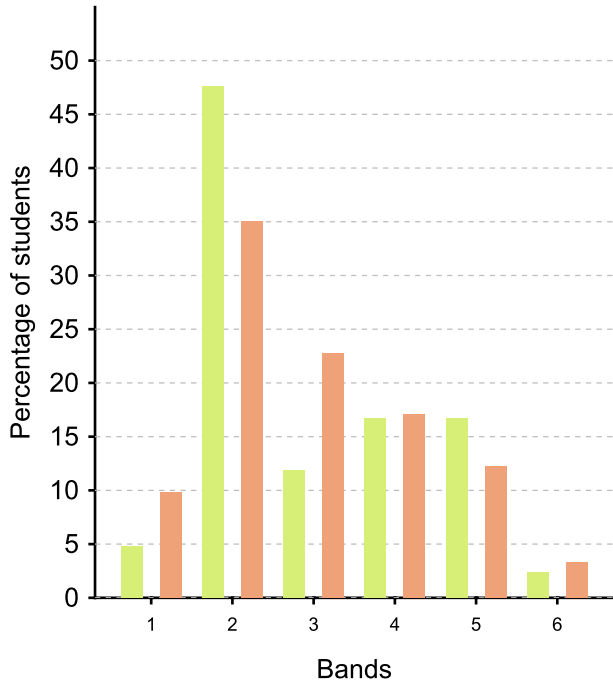
100% of students achieving growth in numeracy.

As outlined in the Premier's Priority report an increase from 12.8% (2017) to 17.12% of Yr 3 and 5 students in the top two bands in both reading and 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.

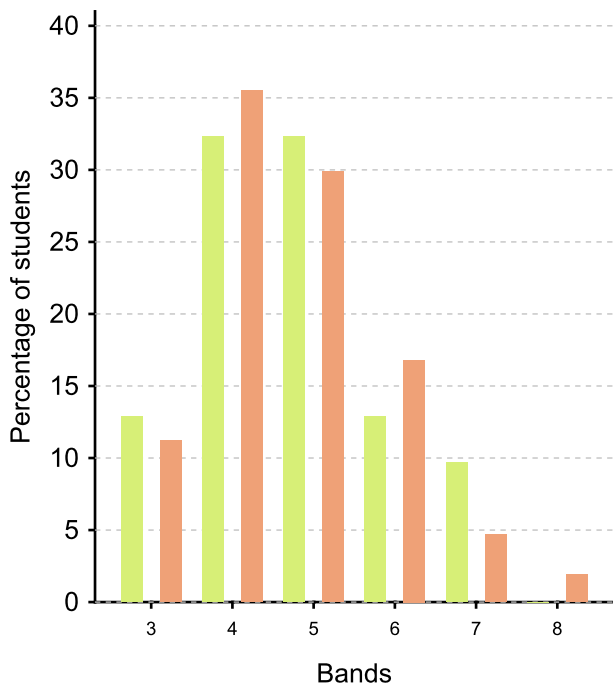
The state priority calls for an increase of the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%. In 2016 and 2018, we had one Aboriginal student complete NAPLAN in Year 3 or Year 5. As such, we are unable to provide a statistically valid measure of Aboriginal student growth in performance.

**Percentage in bands:**  
Year 3 Numeracy



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

## Parent/caregiver, student, teacher satisfaction

Students in Years 4,5 and 6 were surveyed and the results are as follows:

- 99% of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 45% of students do homework for their classes with a positive attitude and in a timely manner.
- 87% of students that do not get in trouble at school for disruptive or inappropriate behaviour.
- 71% of students are interested and motivated in their learning.
- 86% of students try hard to succeed in their learning.
- 8.0 out of 10 students find classroom instruction relevant to their everyday lives.
- 7.9 out of 10 students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- 7.2 out of 10 Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 7.8 out of 10 students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 7.1 out of 10 students understand there are clear rules and expectations for classroom behaviour.

Teachers were surveyed and 17 responded:

- 82% agree or strongly agree that school leaders clearly communicate their strategic vision and values for our school.
- 88% agree or strongly agree that school leaders in my school are leading improvement and change.
- 70% agree or strongly agree that data chats have helped them identify where their students are and where they need to move them next.
- 65% agree or strongly agree that school leaders have supported them during stressful times.
- 88% agree or strongly agree that school leaders have provided them with useful feedback about their teaching.
- 88% agree or strongly agree that school leaders have helped them create new learning opportunities for students.

We invited parents to participate in the Tell Them From Me Survey, however, in 2018 there were fewer than 5 surveys returned which does not give us enough information to analyse. We are looking at implementing parent surveys differently in 2019 to ensure a greater participation rate.

## Policy requirements

### Aboriginal education

Granville South 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, six students identified as being Aboriginal and/or Torres Strait Islander descent. Granville South 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 people.

### Multicultural and anti-racism education

Granville South Public School has approximately 92% 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. 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.

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. 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 support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony. One teacher has completed training and is accredited as ARCO contact officers. There were no reported incidents of racism in 2018.

## 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 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.

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

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

During 2018 the Granville South Schools as Community Project provided many programs and opportunities to support Granville South PS families and Community members. 208 families engaged in the programs with 31% regularly attending. Many families participated in multiple programs and some families regularly attended up to 5 programs throughout the year.

A variety of programs were provided:

Facilitated Supported living Playgroups that provided early learning experiences for more than 100 families

Early Literacy Programs

Home Borrowing Library

Jump Start –Getting Ready for School Program for children starting school in 2017

Transition to School Programs

Parenting Information

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

Music Connect Music and Movement Program

Speech Program with University of Sydney

Eat It to Beat It – Health and Nutrition Program with Cancer Council

StEPS Vision Screening for children starting school with Western Sydney Area Health Service

Certificate IV in Education Support – Full Qualification

First Aid and CPR Training

Many of the SaCC programs are planned to help prepare children for starting school and the Transition to school program was run in conjunction with the school. Parents and children attended 6 sessions with children experiencing classroom activities and parents attended information sessions and workshops as well as activities with their children. This program helps families develop positive relationships with the school and other families and allows the children to become familiar with the school environment and routines while allowing the teachers to better prepare for the needs of the children.

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

### EAFs

EAFs (Early Action for Success) Instructional Leaders continue to work in partnership with the school leadership team to strengthen and build teacher capacity at Granville South Public School. Students performing below expected standards in Literacy and Numeracy are being supported by teachers through tailored interventions designed to address learning needs.

Instructional Leaders work in close collaboration with the Principal, executive team, teachers and other Instructional Leaders within the school community network to:

- enhance the instructional connection between the teacher, student and the learning content through an explicit focus on the collection and use of data to inform teaching strategies
- lead professional learning for teachers to enhance

their development of quality teaching and learning programs to ensure all students at Granville South Public School have access to the curriculum

- improve the achievement outcomes and targeted expectations of students through the collaborative process of lesson design, assessment, observation and teacher feedback.