

2021 Annual Report

Granville Public School



2064

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

Message from the principal

Mar - hab - an be-jame (marhabaan bialjamie)

Da - zya how (Dajia hao)

Kumusta sa lahat Sa - be nam - skar (sabhee ko namaskar)

Halo sa - mun ya (halo semuanya)

Kia ora koutou katoa So - a - di tuk corn (Swasdi thuk khn)

Warami mittiga gurum

I take this opportunity to thank the P & C for their continuous support throughout the year. Furthermore, I thank our hard working and committed office and support staff. Parents - your support is greatly appreciated.

Thank you for your ongoing care and commitment to our students.

Parents play a pivotal role in the education of our children, and we are extremely fortunate here at Granville Public School to have such a dedicated and supportive community. I thank you and look forward to further developing the school's relationship with each and every one of you.

Students - well done. Another great year at Granville Public School! Congratulations! Remain focused and continue to aspire to attain higher achievements. Remember, what you do - do well!

On behalf of the teachers, I would like to congratulate you all on your achievements throughout the year.

GRANVILLE PUBLIC SCHOOL is a place of INNOVATION; this was demonstrated throughout the pandemic, and the extended period of Lock-down and remote learning. This is due to the commitment of staff, parents, students, and the broader community coming together to work as one.

As such, our great school, was recognised as being one of the top 2 Public Primary Schools across Australia for its innovative programs for COMMUNITY ENGAGEMENT and TRANSITION from PRESCHOOL to KINDERGARTEN.

In addition to this the Support Education Unit was recognised as one of the top two Special Education Programs of all schools in Australia.

At Granville Public School we are all working extremely hard in 2022. Our priorities are solid - to deliver highly effective

teaching and learning programs that ensure all students achieve to their potential. The teachers at Granville Public School ensure that quality teaching underpins all learning activities.

In closing, I would like to thank everyone involved with our wonderful school. .

Gregory (Greg) Grinham

PRINCIPAL



School vision

At Granville Public School we have high expectations that all students will continuously improve in an engaging, respectful, and inclusive environment.

Our vision is for teachers to collaboratively empower all students to become resilient, self-directed, and successful learners.

School context

Granville Public School, located in Western Sydney, has a student enrolment of 608 including Preschool to Year 6, and 7 Special Education Support Unit Classes.

The school culture is that of connectedness, inclusion, and belonging with students, staff, parents, and the wider community working together to promote school excellence. Our school is supported by a strong and vibrant multi-cultural community. Our Arabic and Chinese Community Language Program supports students in maintaining and developing further communicative competence in their community language. 95% of our students have a language background other than English, and 99.6% of these students require some level of EAL/D (English as an Additional Language or Dialect) support. Less than 1% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to stage-appropriate learning.

Through the NAPLAN data analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will continue to develop quality summative and formative assessment tasks and data collection practices and promoting greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post-assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

To inform this Strategic Improvement Plan, authentic community consultation with both the parent and staff community has occurred. The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement in this School Improvement Plan are:

- Strategic Direction 1: Student growth and attainment
- Strategic Direction 2: Engagement to improve practice
- Strategic Direction 3: High expectations to improve practice.



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

We will develop and sustain school procedures and systems which drive evidence informed teaching practice that is responsive to student learning data to build proficiency in reading and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-informed teaching practices
- Differentiation

Resources allocated to this strategic direction

Refugee Student Support: \$5,507.49
Integration funding support: \$16,933.00
Aboriginal background: \$5,098.75
Socio-economic background: \$134,434.67
English language proficiency: \$288,459.58
Low level adjustment for disability: \$268,443.62
Professional learning: \$43,949.96
Literacy and numeracy: \$18,869.48
Early Action for Success (EAfS): \$237,831.48
QTSS release: \$102,251.65
Literacy and numeracy intervention: \$94,179.12
University of Newcastle QTR: \$3,333.34

Summary of progress

In 2021 our key areas of growth in Strategic Direction 1 Student Growth and Achievement were Reading and Numeracy.

Funding was allocated to employ two Deputy Principal Instructional Leaders K-2 and two Quality Teaching Successful Student (QTSS) mentors 3-6, focussing on Literacy and Number. This instructional team worked with stages and the leadership team to build the capacity of the teachers and to deliver high quality pedagogy. The instructional leadership team analysed pre teaching data to determine a focus area, based on syllabus outcomes, for each grade.

The instructional team also presented High Impact Professional Learning (HIPL), focussing on comprehension, reading strategies and number skills to grade groups and to the whole school. The DP IL and QTSS mentors worked closely with classroom teachers to model teaching strategies, analyse stage/grade data, observe lessons and co-develop staff teaching and learning programs. Staff surveys indicated an increase in staff confidence in implementing engaging lessons in comprehension and number. Through data discussion days with the DP IL and QTSS mentors, staff evaluated teaching programs and analysed student reading and number data to assist in planning for the next period of teaching.

In Semester 1, the executive staff reviewed 2020 NAPLAN and Check in data to identify focus areas for improvement in numeracy and reading. A plan was created to engage all staff to read and discuss the Universal Resources Numeracy and Reading guides, however due to limited professional learning sessions, this was unable to occur and has been postponed to 2022.

A plan for all staff to engage with Quality Teaching Rounds (QTR), including the formation of the QTR committee was postponed to 2022 due to learning from home.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achievement of 2022 system-negotiated target: <ul style="list-style-type: none">• Top 2 bands (or equivalent) NAPLAN	Year 3 NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (2.21%) and a decrease in the percentage of students in the top two bands for numeracy (14.1%).

<p>reading increase (uplift) of 2.3%.</p> <ul style="list-style-type: none"> • Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 2.5% 	<p>Year 5 NAPLAN scores indicate a increase in the percentage of students in the top two skill bands for reading (6%) and a increase in the percentage of students in the top two bands for numeracy (12.4%).</p>
<p>Achievement of 2023 system-negotiated target:</p> <ul style="list-style-type: none"> • Increase (uplift) percentage of student achieving expected growth in NAPLAN reading by 2%, and numeracy by 2%. 	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased 13.9%.</p> <p>The proportion of Year 5 students achieving expected growth in reading has remained the same at 50%.</p>

Strategic Direction 2: Engagement to Improve practice.

Purpose

To ensure that every student shows strong growth in their learning through explicit, research-informed teaching. Teachers will evaluate their effectiveness and reflectively adapt their practices through collaboration and use of assessment data to inform teaching and engage students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration and Practice
- Assessment

Resources allocated to this strategic direction

English language proficiency: \$71,581.63

Socio-economic background: \$134,434.71

QTSS release: \$25,562.87

Early Action for Success (EaFS): \$36,589.27

University of Newcastle QTR: \$3,333.33

Low level adjustment for disability: \$35,269.93

Professional learning: \$3,688.11

Summary of progress

In 2021 our key area for growth in Strategic Direction 2 Engagement to Improve practice, was building staff confidence and knowledge of using assessment data to inform teaching and engage students.

At the end of 2020, executive staff engaged over 4 days in Leading Evaluation, Evidence and Data (LEED) professional learning. This professional learning built the team's technical skills to collect, assess and use student data to inform teaching and learning decisions. In 2021, the leadership team utilised this knowledge to build the capacity of their team in effective assessment strategies. Staff implemented pre and post assessments for each KLA and through data discussion days, Consistent Teacher Judgement (CTJ) sessions they reviewed and adapted their practices to ensure student attainment. As a result, whole school and grade-based assessment schedules (termly) were created to evaluate assessment practices across the school. A focus on effective assessment practices will continue in 2022.

A small team of staff members collaborated with The University of Newcastle and participated in Quality Teaching Rounds to observe and analyse each other's teaching using the Quality Teaching model. Positive feedback was received from the team regarding the implementation, the improvement in giving feedback and also teaching practice. As a result QTR will be implemented whole school, however due to learning from home this was unable to happen and has been postponed to 2022.

A professional learning committee was formed in 2021, with the focus to provide High Impact Professional Learning (HIPL) linked with school priorities and staff PDP goals. The committee met twice a term to organise and develop the professional learning schedule for the staff. The committee had one member from each grade to ensure all teams were represented. Feedback received from staff regarding the PL committee was positive with many staff expressing an interest to join the committee the following year and also appreciating the opportunity to collaborate with executive staff to determine the PL for the staff.

New staff and beginning teachers were provided with an 'Induction Day' and a mentor to assist with their transition into the teaching profession and/or new school. Various staff members and experienced leaders delivered sessions on issues, policies and the day to day running of the school to the new teachers. The induction was organised to build a strong learning culture and develop professional relationships. Survey results indicated a significant increase in staff confidence in their understanding of the formal and informal requirements of the school and their role.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • 50% of teachers are administering summative assessment at the beginning and completion of each Key Learning Areas learning cycle. • 50% of teachers are analysing the data to measure both student engagement and growth as a team 	<p>Internal staff surveys indicate approximately 80% of staff are administering summative assessment at the beginning and completion of each Key Learning Areas learning cycle.</p> <p>100% of staff are participating in Consistent Teacher Judgement (CTJ) meetings to discuss student progress.</p>
<ul style="list-style-type: none"> • 50% of teachers independently act on and demonstrate improvement in their problems of practice by applying the professional learning and feedback given. • 50% of teachers regularly plan observations of teaching practice with critiqued feedback and cross stage collaborative practices and evidence based programs. 	<p>90% of staff engaged in professional learning to support their individual Performance and Development goals. In 2022 staff will engage in Action Research to further implement this goal.</p> <p>Due to learning from home, planned observations of teaching practice did not occur in 2021 and will recommence in 2022.</p>

Strategic Direction 3: High Expectations to Improve Practice.

Purpose

To build the capacity of all staff to implement evidence based practices and a whole school commitment to aspirational expectations of learning progress, engagement and achievement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Attendance and Engagement

Resources allocated to this strategic direction

Professional learning: \$7,683.55

English language proficiency: \$69,448.57

Socio-economic background: \$134,434.74

University of Newcastle QTR: \$3,333.33

Low level adjustment for disability: \$48,986.10

Summary of progress

In 2021 our key areas for growth in Strategic Direction 3 High expectations to Improve Practice, were student attendance, staff confidence in curriculum implementation and engaging parents in the Tell Them from Me survey.

Parent workshops were delivered by the Deputy Principal to build community knowledge on the importance of student attendance at school. In term 1, staff also engaged in professional learning around attendance and accurately maintaining attendance records. Due to learning from home plans to increase student attendance, such as incentives for increased attendance, were postponed until 2022.

Regular professional learning was scheduled for all staff on a variety of issues, including Trauma Informed practice and policies around the Preschool. These targeted professional learning sessions were delivered by internal and external staff and staff exit slips from all sessions provided positive feedback and an indication that the staff member had learnt something which could be incorporated into their teaching.

Due to learning from home, parents were unable to engage with the Tell Them from Me survey and this has been postponed to 2022.

Parent sessions were conducted with the Deputy Principal and Interventionist staff on reading, writing and speaking and listening. These workshops focussed on practical activities to assist our EAL/D parent to understand the curriculum. Through participant surveys and informal discussions, parents expressed positive feedback on all the sessions and requested further workshops on other Key Learning Areas.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift of 5% of parents engage in the Tell Them From Me Survey.	Due to learning from home and COVID guidelines this survey was not completed by parents in 2021.
60% of teachers develop and implement consistent expectations within the English and Mathematics curriculum areas.	Consistent Teacher Judgement meetings and feedback given during teacher's program feedback sessions indicate approximately 70% of teachers are developing consistent expectations in English and Mathematics curriculum areas.
A 5% uplift of student attending greater than 90% of the time.	Student attendance rates were significantly affected during learning from home periods and therefore there has not been an uplift in student attendance in 2021.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,507.49</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • engage with external providers and specialist to provide intensive language support to identified EAL/D students • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Students were supported with intensive support in the classroom and withdrawal groups in comprehension.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the intensive support in the identified areas of need including comprehension.</p>
<p>New Arrivals Program</p> <p>\$5,507.49</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Granville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: A 3-6 and 1-2 Language enrichment (LE) class was formed where new arrival students engaged in two hours of intensive English classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: The LE classes and structure will continue in 2022.</p>
<p>Integration funding support</p> <p>\$16,933.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Granville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students

<p>Integration funding support</p> <p>\$16,933.00</p>	<ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Students with high needs, in mainstream being provided with differentiated support to access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional staff to support targeted students.</p>
<p>Aboriginal background</p> <p>\$5,098.75</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Granville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • Professional learning was provided to staff around differentiating the curriculum to meet the needs of Aboriginal students. <p>The allocation of this funding has resulted in: An increased understanding and awareness of how to differentiate teaching and learning programs to suit the needs of Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to upskill and provide professional learning to staff around Aboriginal Education.</p>
<p>Low level adjustment for disability</p> <p>\$352,699.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Granville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment • Attendance and Engagement • Evidence-informed teaching practices • Collaboration and Practice • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Differentiated teaching and learning programs for identified students. Purchased resources, such as sensory items, to support child's learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ LaST teachers to assist identified students to access</p>

<p>Low level adjustment for disability</p> <p>\$352,699.65</p>	<p>the curriculum.</p>
<p>Literacy and numeracy</p> <p>\$18,869.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Granville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Increased resources to support the teaching of reading and numeracy K-6. Additional time for teachers to meet to discuss data and student work samples at CTJ meetings.</p> <p>After evaluation, the next steps to support our students with this funding will be: Purchasing further resources and employment of additional staff for targeted student support.</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,420.75</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Granville Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching practices • Collaboration and Practice • Assessment • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: An increase in staff confidence (K-2) in implementing comprehension and number strategies in their teaching and learning programs. The two Instructional leaders delivered targeted professional learning regarding English and Mathematics to grades to upskill staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will cease in 2022.</p>

<p>QTSS release</p> <p>\$127,814.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Granville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching practices • Collaboration and Practice • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Two QTSS mentors implementing high quality professional learning and support for teachers in the area of English and Mathematics.</p> <p>After evaluation, the next steps to support our students with this funding will be: Two QTSS mentors will continue to be funded in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Granville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Through small targeted groups, students developed their knowledge in specific identified areas such as phonics and initial sound recognition.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will cease in 2022.</p>
<p>COVID ILSP</p> <p>\$300,899.41</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy

<p>COVID ILSP</p> <p>\$300,899.41</p>	<p>The allocation of this funding has resulted in: Students who attended the COVID tutoring groups showed a growth in their pre and post tests in Numeracy and Phonics.</p> <p>After evaluation, the next steps to support our students with this funding will be: Afterschool sessions will be provided to identified students. Employing additional staff to receive targeted support.</p>
<p>Socio-economic background</p> <p>\$403,304.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Granville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment • Evidence-informed teaching practices • Collaboration and Practice • Attendance and Engagement • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in Trauma support to support student learning • employment of additional staff to support LaST program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Students were provided with extra support through the employment of an SLSO in classrooms. Students who required extra resources such as stationery, were given equipment to assist student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ the SLSO and also provide support through resources, to students who require it.</p>
<p>English language proficiency</p> <p>\$587,778.36</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Granville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching practices • Collaboration and Practice • Assessment • Attendance and Engagement • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect

<p>English language proficiency</p> <p>\$587,778.36</p>	<p>The allocation of this funding has resulted in: Established 1-2 and 3-6 Learning Enrichment (LE) classes to support New arrivals. Additional employment of Bilingual SLSO Increased resources to support Language Enrichment classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue and increase the allocation of bilingual SLSO in the school. Develop an increased awareness of EAL/D practices amongst the staff with additional professional learning provided by the EAL/D team.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	312	314	310	313
Girls	260	258	255	242

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.8	90.9	89.2	90.6
1	91.4	86.6	88.2	92
2	92.5	92.3	89.1	92.5
3	92.4	90.9	86.6	90.2
4	90.5	90.3	86	92.7
5	91.4	90	88	91.5
6	92.6	90.4	86.4	90.9
All Years	91.2	90.2	87.7	91.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.68
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	2
School Administration and Support Staff	12.26
Other Positions	1.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,225,778
Revenue	8,530,303
Appropriation	8,386,697
Sale of Goods and Services	12,524
Grants and contributions	129,309
Investment income	872
Other revenue	900
Expenses	-8,362,295
Employee related	-7,836,874
Operating expenses	-525,421
Surplus / deficit for the year	168,008
Closing Balance	1,393,785

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	22,440
Equity Total	1,190,592
Equity - Aboriginal	5,099
Equity - Socio-economic	403,304
Equity - Language	429,490
Equity - Disability	352,700
Base Total	5,351,627
Base - Per Capita	153,407
Base - Location	0
Base - Other	5,198,220
Other Total	1,325,312
Grand Total	7,889,972

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students completed the Tell Them From Me (TTFM) survey and responses indicated

- 72% of students felt valued and accepted by their peers
- A score of 7.2 out of 10 regarding the school having a positive learning climate
- 48% of students felt proud of the school
- 73% of students felt a positive sense of belonging in the school.

During 2021, our Community Liaison Officer (CLO), through Hubs Australia, was able to implement many programs and strategies to assist our parents and the community.

Some of these programs include

- English conversation classes
- Walk n Talk
- Parenting program - 123 Magic and Tuning into kids
- Cert IV Education and Support
- Curriculum workshops (run by staff) around English
- Playgroup
- Breakfast Club
- Parent drop ins/referrals and face to face
- Wellbeing checks on our family

These programs and strategies allowed the CLO to make meaningful links with our community. Through informal feedback and surveys, parents and the community expressed positive feedback on all sessions and overall parent participation increased in all workshops.

Parent/caregiver satisfaction was sourced through the CLO implementing a number of programs. The TTFM survey was not completed in 2021 due to learning from home and COVID guidelines.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.