

2022 Annual Report

Granville Public School



2064

Introduction

The Annual Report for 2022 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

In 2022 I had the privilege of being Relieving Principal of Granville Public School. I wish to congratulate all students, staff and members of the school community for their commitment and consistent pursuit of excellence.

At Granville Public School, we are proud of the expertise and effort each member of the learning community brings to their role in our school. Our teaching and administrative staff worked together last year to ensure that high quality practices were embedded to support the education of all students. It is because of this dedication that the students were provided with many opportunities to succeed, and that every child is known, valued and cared for. Highlights for 2022 include continued improvement in the quality of teaching in all classrooms, leading to increased academic achievement for students, increased parent workshops and the success of all community events.

Rehana Khan

2022 Relieving 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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

Literacy and numeracy: \$52,000.00

Socio-economic background: \$57,000.00

English language proficiency: \$46,000.00

Low level adjustment for disability: \$24,000.00

Per capita: \$15,000.00

Summary of progress

In 2022 the Assistant Principal Curriculum Instruction (APCI) and Quality Teacher Successful Student (QTSS) mentors developed differentiated K-6 Fluency assessments to measure whole school fluency data. These leaders assisted staff with structures to support modelled, shared and guided best practice regarding fluency. Teachers implemented explicit teaching of fluency and embedded fluency as an integral part of the literacy block. Pre and post data was collected in Term 2, 3 and 4 to analyse students wcpm (word count per minute). Fluency data was shared and analysed during Executive planning days to guide future planning.

Year 2 and Year 4 teachers were mentored by the APCI and Assistant Principals to develop their knowledge and confidence in implementing explicit lessons in Geometry, Number and Measurement. Units of work were co-created and implemented to provide targeted support for teachers. Staff engaged in targeted professional learning, including professional learning from the Universal Hub, and mentoring to increase teacher proficiency in supporting students to achieve at or above school and state NAPLAN targets.

All staff developed their expertise in the explicit teaching of reading and numeracy through analysis of data and engagement in professional learning. Professional learning schedules highlighted a significant investment in the delivery of targeted professional learning around the new curriculum, including online professional learning modules, professional dialogue during team meetings and consistent teacher judgement (CTJ) meetings to discuss student data.

Literacy resources were purchased to supplement teaching programs, with targeted procurement of Initial Lit and Multi Lit kits. Early Stage 1 implemented Initial Lit and Term 4 data indicated a significant improvement in students' recognition of phonemes. Learning and support teachers provided Mini lit and Multi Lit small group sessions for targeted Stage 1 students to improve reading comprehension and word attack skills.

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
Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 5.6%.	Year 3 NAPLAN data indicates a decrease in the percentage of students in the top two skill bands for reading (4%). Year 5 NAPLAN data indicates an increase in the percentage of students in the top two skill bands for reading (uplift of 8%).
Increase (uplift) percentage of student achieving expected growth in NAPLAN reading by 4%.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.

<p>Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 5.1%.</p>	<p>Year 3 NAPLAN data indicates 12% of students in the top two skills bands for numeracy, which is the same as percentage as 2021.</p> <p>Year 5 NAPLAN data indicates an increase in the percentage of students in the top two bands for numeracy (uplift of 8%).</p>
<p>Increase (uplift) percentage of student achieving expected growth in NAPLAN numeracy by 4%.</p>	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. .</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

Low level adjustment for disability: \$6,000.00

Per capita: \$62,000.00

Professional learning: \$14,000.00

English language proficiency: \$9,000.00

Literacy and numeracy: \$1,000.00

Summary of progress

In 2022 a Professional Learning committee was formed to lead and plan professional learning by establishing a cycle of high impact professional learning for all teaching staff aligned with the school priorities, staff performance and development goals and the new syllabus. Staff also participated in Action Research groups, relating to an identified problem of practice. Approximately 32% of staff engaged with the process. Internal staff data has indicated alterations required to the Action Research groups to ensure they are successfully implemented.

Assistant Principals were released once a week to provide targeted mentoring and support for their team members. Internal staff survey feedback indicated the executive days provided opportunities for staff to observe other staff members and engage in professional discussion around best practice. In 2023, this allocation will be included in the RFF timetable.

Each term the executive team participated in executive planning days, which were designed to provide targeted leadership professional learning and time for whole school data discussions. As a result of these discussions, it was identified that there was a need for consistent whole school assessment practices. Each term, grades recorded all assessment tasks on termly assessment schedules and these will be further refined in 2023.

A plan for all staff to engage with Quality Teaching Rounds (QTR), including the formation of the QTR committee was postponed to 2023.

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">• 60% of teachers are administering summative assessment at the beginning and completion of each Key Learning Areas learning cycle.• 60% of teachers are analysing the data to measure both student engagement and growth as a team	<p>Internal staff surveys and feedback indicate 80% of staff are administering a form of summative assessment at the completion of units of work in each Key Learning Area.</p> <p>100% of staff are participating in consistent teacher judgement meetings, during professional learning, to discuss and analyse student data to measure student growth.</p>
<ul style="list-style-type: none">• 60% of teachers independently act on and demonstrate improvement in their problems of practice by applying the professional learning and feedback	<p>32% of staff engaged in Action research projects to act on and demonstrate improvement in their identified problem of practice.</p> <p>100% of staff engaged in professional observations of their teaching</p>

<p>given.</p> <ul style="list-style-type: none"> • 60% of teachers regularly plan observations of teaching practice with critiqued feedback and cross stage collaborative practices and evidence based programs. 	<p>practice as a part of their Performance and Development Framework process.</p> <p>Professional Learning schedules reflected consistent stage/grade meetings sessions where 100% staff engaged in collaborative practices including co planning programs.</p>
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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

English language proficiency: \$6,000.00

Integration funding support: \$4,000.00

Professional learning: \$7,500.00

Low level adjustment for disability: \$35,000.00

Socio-economic background: \$10,000.00

Refugee Student Support: \$1,000.00

Per capita: \$1,000.00

Summary of progress

The Community Liaison Officer (CLO), collaborating with Principal, Deputy Principal, teachers and other external staff, presented various parent workshops throughout the year. The workshops, in line with school priorities and community needs, provided opportunities to engage the community to develop aspirational expectations of learning progress and achievement for all students. Post survey results indicated all workshops and sessions were successful and have requested further workshops on other Key Learning Areas.

Attendance was a focus for 2022 for Granville PS. Reminders and parent workshops regarding the importance of attendance was shared with the community. Teachers, parents and the community worked together to support consistent and systematic processes that ensure student absences did not impact on learning outcomes. Other attendance strategies which were employed to increase student attendance included working with the Home School Liaison Officer (HSLO), increased communication with families regarding nonattendance and acknowledging positive attendance personally with students. This resulted in an overall increase of the percentage of students with an attendance of 90% or more.

The executive team collaborated with the CLO to develop the Parent Tell Them From Me survey. The Survey link was shared with all parents via various communication methods. Parents who were unable to read English, were provided with assistance to complete the survey through translators and the CLO. There was a 55% increase in parent participation and the results will be analysed to guide further parent engagement.

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 10% of parents engage in the Tell Them From Me Survey.	There was a 55% uplift of parents engaging with the Tell Them From Me Survey.
70% of teachers develop and implement consistent expectations within the English and Mathematics curriculum areas.	Feedback gathered from Executive Planning days, alongside the implementation of multiple Consistent Teacher Judgement meetings, indicate approximately 70% of teachers are developing consistent expectations in English and Mathematics curriculum areas.
A 15% uplift of student attending greater than 90% of the time.	School attendance data indicates the percentage of students regularly attending school greater than 90% of the time has increased by 11%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,096.00</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"> • Attendance and Engagement • Other funded activities <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 • engage with external providers and specialist to provide intensive language support to identified EAL/D students <p>The allocation of this funding has resulted in the following impact: Students were supported with intensive interventions in the classroom and through withdrawal groups. Families accessing additional support from external agencies as needed.</p> <p>After evaluation, the next steps to support our students will be: Continue the intensive support in the identified areas of need.</p>
<p>New Arrivals Program</p> <p>\$206,362.00</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 • Employing a bilingual SLSO to support the needs of our refugee students in the LE class. <p>The allocation of this funding has resulted in the following impact: Comprehensive and targeted support in English language learning for students newly arrived in the country.</p> <p>After evaluation, the next steps to support our students will be: To continue the 3-6 and 1-2 Language Enrichment classes to support our New Arrival students in their English language acquisition.</p>
<p>Integration funding support</p> <p>\$64,803.00</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"> • High Expectations • Attendance and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p> <p>\$64,803.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: 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 will be: To continue to employ additional staff, including SLOS, to support targeted students.</p>
<p>Socio-economic background</p> <p>\$132,000.00</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"> • Evidence-informed teaching practices • Differentiation • 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"> • resourcing to increase equitability of resources and services • employment of additional staff to support Multi Lit and Mini Lit program implementation. • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in the following impact: Students were provided with extra support through the employment of SLSO. Students who required extra resources such as stationery etc were provided with extra resources. 1-2 and 3-6 Learning Enrichment classes to support New Arrival students.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ SLSO to support interventions for targeted students. Continue Learning Enrichment classes. Purchase resources to assist new arrival students in their acquisition of the English language.</p>
<p>Aboriginal background</p> <p>\$3,000.00</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"> • Other funded activities <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 • staff released to develop professional learning regarding Aboriginal Education <p>The allocation of this funding has resulted in the following impact: An increased understanding and awareness of how to differentiate teaching</p>

<p>Aboriginal background</p> <p>\$3,000.00</p>	<p>and learning programs to suit the needs of Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Continue to upskill and provide professional learning to staff around Aboriginal Education.</p>
<p>Low level adjustment for disability</p> <p>\$65,000.00</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"> • Evidence-informed teaching practices • Differentiation • Collaboration and Practice • High Expectations • Attendance and Engagement <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Differentiated teaching and learning programs for identified students. Purchased resources, such as sensory toys, to support children's learning. Employment of specialist teachers to provide differentiated student support.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ LaST teachers to assist identified students to access the curriculum.</p>
<p>Professional learning</p> <p>\$36,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Collaboration and Practice • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff attended targeted professional learning around the initiatives in the Strategic Improvement Plan and as identified in Personal Development Plan. • Funding executive planning days to allow the leadership team to engage in targeted leadership professional learning. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of numeracy and reading. Developed leadership capacity to analyse whole school data and reflect on effective practices. Increased opportunities for staff to engage in professional discussions, observations and professional dialogue.</p>

Professional learning \$36,500.00	<p>After evaluation, the next steps to support our students will be: Increased personalised and targeted professional learning in reading and numeracy strategies. Frequent and embedded professional learning sessions for teams to discuss grade data and plan for future learning. Mentoring of new staff to ensure practices are retained and embedded.</p>
Literacy and numeracy \$83,000.00	<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 • Differentiation • Assessment • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy. • staff training and support in literacy and numeracy. • targeted professional learning to improve literacy and numeracy. • resources to support the quality teaching of literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Increased resources to support the explicit teaching of reading and numeracy. Additional time for teachers to meet to discuss data and student work samples at CTJ meetings. Funded time for executive staff to meet and analyse whole school reading and Numeracy data.</p> <p>After evaluation, the next steps to support our students will be: Purchasing resources to support the K-2 implementation of Multi and Mini Lit. Increased targeted professional learning for staff regarding identified areas of need in Numeracy and reading. Employment of additional teaching staff to extend intensive small group reading and numeracy intervention.</p>
QTSS release \$127,814.00	<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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • Assistant Principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and quality teaching practice. QTSS mentor 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 will be: QTSS position will be reassessed in 2023.</p>
COVID ILSP	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by</p>

<p>\$361,079.00</p>	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</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>The allocation of this funding has resulted in the following impact: Students who attended COVID tutoring programs showed growth in their pre and post tests in Numeracy and Comprehension.</p> <p>After evaluation, the next steps to support our students will be: Employing additional staff to lead intervention groups.</p>
<p>English language proficiency</p> <p>\$61,000.00</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 • Differentiation • Collaboration and Practice • High Expectations • Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Increased resources and interventions to support EAL/D students. Increased support including SLISO and curriculum</p> <p>After evaluation, the next steps to support our students will be: Continue and increase the allocation of bilingual SLISO 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>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	314	310	313	330
Girls	258	255	242	265

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.9	89.2	90.6	83.0
1	86.6	88.2	92.0	83.5
2	92.3	89.1	92.5	85.7
3	90.9	86.6	90.2	84.6
4	90.3	86.0	92.7	84.5
5	90.0	88.0	91.5	87.0
6	90.4	86.4	90.9	85.6
All Years	90.2	87.7	91.5	84.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3
Assistant Principal(s)	5.4
Classroom Teacher(s)	28.87
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher ESL	2.8
School Counsellor	2
School Administration and Support Staff	12.26
Other Positions	1.4

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,061,315
Revenue	9,718,273
Appropriation	9,496,252
Sale of Goods and Services	10,930
Grants and contributions	198,178
Investment income	8,643
Other revenue	4,270
Expenses	-8,759,434
Employee related	-8,084,955
Operating expenses	-674,479
Surplus / deficit for the year	958,839
Closing Balance	2,020,154

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.

	2022 SBAR Adjustments (\$)
Targeted Total	86,193
Equity Total	1,234,372
Equity - Aboriginal	3,824
Equity - Socio-economic	488,270
Equity - Language	387,934
Equity - Disability	354,344
Base Total	5,870,908
Base - Per Capita	155,150
Base - Location	0
Base - Other	5,715,758
Other Total	1,473,886
Grand Total	8,665,359

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

Granville Public School participated in the Tell Them From Me Survey in 2022. Students, teachers and the community provided valuable feedback on a range of areas including wellbeing, engagement and teaching and learning practices. Below are some examples of the results we had in 2022:

Teacher Survey Data showed

- teachers spoke with other colleagues about strategies to increase student engagement - 8.1/10
- teachers set high expectations for learning - 8.2/ 10.
- teachers set challenging goals for their students- 8.6/10
- teachers understood the learning needs of students with special learning needs 8.3/10
- teachers consistently provided feedback to students on their work that brought them closer to achieving their goals 8.3/10
- teachers established clear expectations for classroom behaviour 8.7/10

Parent survey data showed

- parents feel their children are clear about the rules for school behaviour- 8.5 /10
- parents feel school staff take an active role in making sure all students are included in school activities- 6.9/10
- parents feel they can easily speak with the child's teacher -7.2/10
- parents feel welcome when they visit the school -7.0/10
- parents feel their child feels safe going to and from school -7.7/10
- parents participated in a variety of Community Hub programs throughout the year.

Student survey data showed

- students understand there are clear rules and expectations for classroom behaviour- 6.2/10
- students feel staff have high expectations of them and emphasis academic skills - 8.2/10
- students feel proud of the school- 61%
- students feel they are treated with respect and fairness in regard to their cultural background- 57%
- students set challenging goals for themselves in their schoolwork and aim to do their best- 70%



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.

