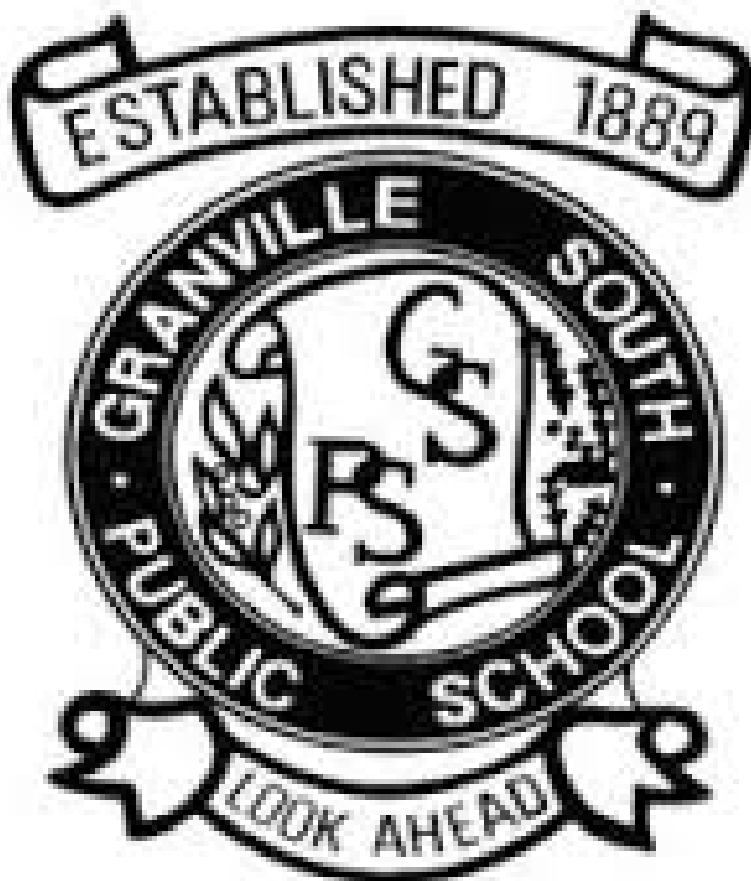


2022 Annual Report

Granville South Public School



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Introduction

The Annual Report for 2022 is provided to the community of Granville South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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School vision

We are committed to providing an inclusive, respectful and stimulating learning environment where every child is known, valued and cared for. All children are empowered to embrace learning, fulfil their potential and build social, emotional and physical wellbeing in order to make positive contributions to the community.

School context

Granville South PS is located on a bustling Woodville Road in Guildford and has a rich history of change and reinvention since 1889. The population of the school is 313 and has been quite stable at this number. More than ninety per cent of students come from a non-English speaking background with a very small number of Aboriginal and Torres Strait Islander students. We acknowledge and celebrate everyone equally.

Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. Proactive wellbeing programs such as Positive Behaviour for Learning provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based teaching strategies as outlined in the What Works Best document we will provide opportunities to improve teacher practice, as outlined in the High Impact Professional Learning policy, and ensure students achieve expected growth and attainment in their learning. This will be achieved through collaboration, quality intervention, instructional leadership and assessment.

There will continue to be a strong focus on student attendance, values and student engagement through the use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop evidenced based teaching practices that are responsive to the learning needs of individual 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$210,799.00
Low level adjustment for disability: \$196,539.00
Socio-economic background: \$94,705.00
English language proficiency: \$229,842.00
SaCC: \$16,000.00
Professional learning: \$19,259.00

Summary of progress

Granville South Public School continues to build student growth and attainment with a close focus on reading and numeracy.

Data and research underpins and informs all professional learning. In collaboration with leaders, teachers deepened professional knowledge and understanding of teaching strategies through engaging in observations, professional dialogue and collaboration. The initiatives to improve student literacy and numeracy outcomes have been guided by evidence based practices and continue to be informed by data and current research. Sustainable school procedures drive ongoing, school wide improvement in literacy and numeracy through integrating teaching expertise with robust research and high impact teaching practice.

There was a strong focus on collaborative data chats in the areas of guided/close reading and numeracy; with a particular focus on open ended questioning. The Assistant Principals Curriculum and Instruction (APC&Is) worked shoulder to shoulder to build teacher capacity in analysing data and used this to set learning goals with students. Naplan data was presented to 3-6 staff during data chats and intervention students were selected based on this data, with a focus on shifting the number of students in the top two bands.

With continued professional learning from the APC&Is around the new K-2 curriculum, teachers in K-2 have been supported with implementing parts of the new syllabus within programs in 2022 and are starting to feel more confident to implement aspects of the DoE units of work.

All staff continue to be regularly up skilled in relation to reading and numeracy with APC&I, shoulder to shoulder support in the classroom.

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
Increase the proportion of students in the Top 2 NAPLAN reading bands by 7.6% from system-negotiated target baseline.	Yr 3 - 20% in top two bands. Yr 5 - 13% in top two bands.
Increase the proportion of students in the Top 2 NAPLAN bands in numeracy	Yr 3 - 4% in top two bands.

by 7.3% from system-negotiated target baseline.	Yr 5 - 8% in top two bands.
Increase the proportion of students achieving Expected Growth in reading by 7% from system-negotiated target baseline.	Expected growth can not be calculated due to no NAPLAN in 2020.
Increase the proportion of students achieving Expected Growth in numeracy by 6% from system-negotiated target baseline.	Expected growth can not be calculated due to no NAPLAN in 2020.
Students achieving grade appropriate instructional reading levels: Kindergarten: 65% Year 1: 65% Year 2: 75%	49% of Yr 2 students are achieving grade appropriate instructional reading levels. 32% of Kindergarten students are achieving grade appropriate instructional reading levels. 28% of Year 1 students are achieving grade appropriate instructional reading levels. This is an increase of 26% at the beginning of the year.
Students working at an overall sound level in English: Yr 3: 65% Yr 4: 65% Yr 5: 65% Yr 6: 65%	65% of students in Yr 5 are working at a sound level or above. Target met. 74% of students in Yr 6 are working at a sound level or above. Target met. 39% of students in Yr 3 are working at a sound level or above. Target not met. 85% of students in Yr 4 are working at a sound level or above. Target met.

Strategic Direction 2: Excellence in Teaching

Purpose

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

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.

- Assessment
- Effective Questioning

Resources allocated to this strategic direction

Socio-economic background: \$91,936.00

Professional learning: \$1,000.00

Summary of progress

Granville South Public School continues to build teacher capacity to support excellence in teaching. Our teachers reflectively adapt their practice through collaboration and use of assessment data to inform teaching. All teachers are independently inputting data into PLAN2. K-6 teachers continue to analyse the data and use this to inform their teaching, specifically in the area of writing. The APC&Is continue to build teacher capacity in effective questioning, embedded in planning days and data chats. The Action Learning Plan for effective questioning has been put on hold until 2023.

There has been a focus on developing systems and professional capacity for analysis of external data, specifically NAPLAN and Check in assessment. In 2023, Granville South Public School aim to have a process of analysis of data through a systematic and purposeful structure. This structure will support all teachers to identify and monitor improvement measures and to target areas as needed.

In 2023 a consistent approach from Year 2-6 needs to be developed to track student growth in their close reading skills. Our curriculum leaders will continue building teacher skills in complex text selection and appropriate inferential and analytical questioning.

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
100% of teachers are independently collecting and inputting data into PLAN2 for their whole class (in identified sub-elements). With assistance they are grouping like students and setting goals for all students within the class.	All teachers are independently inputting data into PLAN2. Through data chats, teachers analyse the data and use this to inform their teaching.
Effective Questioning Action Learning Plan (LEED) is created and ready to be implemented in 2023.	Building teacher capacity in effective questioning was embedded in planning days and data chats. The Action Learning Plan has been put on hold until 2023.

Strategic Direction 3: Student Engagement and Wellbeing

Purpose

To ensure that we are a place where every student matters and every moment counts. A planned approach to wellbeing will ensure that students can connect, succeed, thrive and learn.

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.

- Attendance
- Values Education

Resources allocated to this strategic direction

QTSS release: \$62,057.00

Professional learning: \$0.00

Per capita: \$25,000.00

Summary of progress

At Granville South Public school we continue to work with all stakeholders of the school community to ensure positive wellbeing and a sense of belonging. The teachers, parents and students at the school work together to ensure Granville South Public School is a safe, predictable environment and students feel happy to come to school. The Tell Them From Me survey continues to show an increase in students' sense of belonging and positive wellbeing.

To increase a sense of belonging, the school values of integrity, compassion and resilience have been established and will be officially launched in 2023. This will include new signage around the school. A structured whole school launch will be accompanied by explicit lessons that will support the understanding and implementation of the new school values.

Student attendance continues to be a focused priority, as 2022 data as reported through SCOUT seems to be quite unusual, with Granville South remaining reflective of the DOE and Statistically Similar Schools Group (SSSG) percentages, yet seeing a huge decrease in higher attendance rates. The school will continue to foster the relationships with families that are integral to higher student rate success.

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
Increase the proportion of students in the Tell Them From Me survey reporting feeling a sense of belonging by 6%.	In Semester 1 2021, 73% of students reported feeling a sense of belonging. In 2022, for both Semester 1 and Semester 2, 77% of students reported feeling a sense of belonging. This is an increase of 4%, but still not achieving the lower bound target of 81.67%.
Increase the proportion of students in the Tell Them From Me survey reporting a positive wellbeing by 3%.	In Semester 1 2021, 78% of students reported a positive wellbeing. In Semester 1, 2022, 80% of students reported a positive wellbeing, Semester 2 results stated that 83% of students reported positive wellbeing. This is an increase, but we still are yet to achieve the lower bound target of 88.4%.
Increase (uplift) percentage of students attending school more than 90% of the time by 5% or above.	<p>In 2021 (Semester 1 data only available) 74% of students were attending greater than 90% of the time, which was identical to the state at 74% and greater than SSSG at 64.6%.</p> <p>In 2022, 39% of students were attending more than 90% of the time, which is greater than the State average at 38.8% yet lower than SSSG at 45.4%. This did not meet the target of an increase of 5% or above.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,055.74</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • engage with external providers and specialist to provide intensive language support to identified EAL/D students • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: All staff continuing to be upskilled in trauma based practices / pedagogy which has resulted in a decrease in behaviour incidences. Employing a Community Liaison Officer (Farsi speaking) to support our students who are arriving from overseas has resulted in our community feeling more connected to school.</p> <p>After evaluation, the next steps to support our students will be: Create more opportunities for our families to be engaged in their child's learning. Our Farsi speaking community is increasing so the need for a Farsi speaking SLSO has been paramount. This will be continued in 2023. Building our partnership with Boronia Multicultural Centre to support the school in running a variety of classes that are specifically targeted to our non English speaking parents.</p>
<p>Integration funding support</p> <p>\$36,220.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Granville South 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"> • Other funded activities <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 • staffing release for targeted professional learning around behaviour management • staffing release to build teacher capacity around behaviour intervention and curriculum instruction • consultation with external providers (APLaS and behaviour specialist) for the implementation of best practice around differentiation. <p>The allocation of this funding has resulted in the following impact: Our students who receive integration funding are supported in the classroom, based on what the student needs at that point in time. Individual Learning Plans are written in collaboration with parents which includes goals for the student to work towards. This funding allows our students to succeed in a mainstream setting. Funding also enabled the teacher time off class to create resources such as visual timetables / lanyards in order to best meet the needs of the student. Time was also allocated for the teacher to be off class to meet with either our APLaS (Assistant Principal, Learning and Support) or our LaST (Learning and Support Teacher). As a result, students receiving integration funding support are accessing quality differentiated curriculum as well as targeted behaviour intervention (if appropriate).</p>

<p>Integration funding support</p> <p>\$36,220.00</p>	<p>After evaluation, the next steps to support our students will be: We will continue to apply for funding so that our students can be supported in a mainstream setting. Continue to work with Department of Education specialists to ensure we are implementing best practice.</p>
<p>Socio-economic background</p> <p>\$478,806.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Granville South 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"> • Reading • Numeracy • Assessment • 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 external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The creation of a 0.6 APC&I position has enabled all teachers to have access to shoulder to shoulder support in 2022. The impact is that all teachers use quality, evidence based pedagogy in their classrooms so that each and every student has access to quality education. The creation of a 14th class resulted in our classes being slightly smaller in our K-2 classes, which has resulted in the teacher being able to work with small groups of students more regularly. The smaller class sizes has also reduced the negative behaviour in the classroom which has resulted in more time for explicit teaching, rather than focusing on behaviour management.</p> <p>Funding was also utilised to ensure our LaST did not have a teaching / intervention load. This resulted in our LaST to have a sole focus on student wellbeing, the time to liaise with external agencies as well as to support teachers with creating Individual Education Plans.</p> <p>Our Interventionist in Kindergarten was upskilled in early reading and writing procedures. The interventionist observed the APC&I modelling lessons and was given opportunities to discuss the rationale behind the procedures and support to streamline the language used. The APC&I observed the interventionist and provided feedback, allowing time for discussions and questions. The APC&I and Interventionist discussed possible goals for the students she was teaching by observing their behaviours in reading and writing.</p> <p>After evaluation, the next steps to support our students will be: Our school will be reviewing our Strategic Improvement Plan and our socio-economic funding will be utilised to meeting our 2023 targets.</p>
<p>Aboriginal background</p> <p>\$8,150.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Granville South 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>Aboriginal background</p> <p>\$8,150.25</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • Employment of an Aboriginal artist who created two large murals depicting an Aboriginal story. • NAIDOC Week resources purchased <p>The allocation of this funding has resulted in the following impact: All Aboriginal and Torres Strait Islander students having a Personalised Learning Pathway with individualised goals. All goals were met according to PLP evaluations. Increased cultural awareness by the creation of two murals as well as celebrating NAIDOC Week.</p> <p>After evaluation, the next steps to support our students will be: Revisit and renew Personalised Learning Pathways. Continue liaising with Carol Brown in order to create a school Acknowledgment of Country. Continue to embed best practice pedagogy in order to support all our students. Continue to embed Aboriginal perspectives into our curriculum. Professional Learning to ensure our staff are up to date with best practice and Premier's targets for Aboriginal and Torres Strait Islander students.</p>
<p>English language proficiency</p> <p>\$243,803.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Granville South 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"> • Reading • Numeracy • 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. <p>additional staffing to provide support students from EAL/D backgrounds additional staffing to provide intensive support for students identified in beginning and emerging phase withdrawal lessons for small group (developing) and individual (emerging) support provide EAL/D Progression levelling PL to staff engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</p> <p>The allocation of this funding has resulted in the following impact: Teachers completed TELL (Teaching English Language Learners) professional learning and as a result teachers now feel more confident in supporting all EAL/D students. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression and analysed student work samples. Students were plotted correctly on the EAL/D progressions, ensuring that each student was receiving the appropriate support.</p> <p>After evaluation, the next steps to support our students will be: To build teacher confidence and their capacity to design integrated units of work that reflect the needs of EAL/D learners, the identified next step is to support teachers in developing their capacity to incorporate EAL/D strategies into classroom practice at an independent level. Ongoing</p>

<p>English language proficiency</p> <p>\$243,803.00</p>	<p>professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$196,539.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Granville South 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"> • Reading • Numeracy <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • employment of an Occupational Therapist to provide intervention programs that support student needs • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact:</p> <p>Working with the literacy consultant has upskilled our APC&Is, specifically around the new K-2 syllabus. As a result, we are ready for full implementation in 2023.</p> <p>Identification of students needing speech therapy or occupational therapy has resulted in students receiving required intervention. Some of the targeted students are now receiving external support through NDIS which has made a phenomenal difference to their learning and wellbeing.</p> <p>Teachers working collaboratively to analyse student data and using this to inform teaching and ensure student growth.</p> <p>Increased student learning outcomes in the area of phonics.</p> <p>Teachers better equipped to choose texts based on its complexity has resulted in students accessing quality literature.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to employ a Speech Therapist and Occupational Therapist.</p> <p>Employment of additional School Learning Support Officers to increase successful implementation of Individual Education Plans and support effective differentiation for identified students. Support will be allocated to students within the classroom and/ or playground as determined by specific goals and strategies within their plans.</p> <p>Continue to fund an additional Assistant Principal, Curriculum and Instruction to work shoulder to shoulder with teachers.</p>
<p>Professional learning</p> <p>\$29,259.00</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 South 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"> • Numeracy • Assessment • Values Education • Other funded activities

<p>Professional learning</p> <p>\$29,259.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a literacy consultant to work with senior executive teachers to build their capacity in evidence based teaching practices. • Professional learning for middle leadership. • Berry Street Education Model refresher PL. • Professional learning in numeracy. <p>The allocation of this funding has resulted in the following impact: Increased teacher knowledge and understanding in the implementation of Close Reading, the K-2 English and maths syllabus and the implementation of Berry St Education Model. Working with a literacy specialist has further extended the expert knowledge of senior executive staff. Professional learning has built the capacity and confidence of our middle leaders in the school.</p> <p>After evaluation, the next steps to support our students will be: Continue implementing and refining Close Reading in Years 2 - 6. Upskilling Yrs 3 - 6 teachers in the new English and maths syllabus. Professional learning aligned to our School Strategic Improvement Plan, specifically in the area of numeracy.</p>
<p>QTSS release</p> <p>\$62,057.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Granville South 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"> • Attendance • Values Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employing above establishment Deputy Principal to focus on attendance and values education (SD3). <p>The allocation of this funding has resulted in the following impact: Students with high absenteeism were quickly identified and supported. Reduction of students arriving to school late. Unfortunately due to the school going to remote learning in 2021 and a high number of students away after testing positive to COVID our attendance data was impacted as a result. The creation of our school values, which has been a culmination of working with all stakeholders.</p> <p>After evaluation, the next steps to support our students will be: Continue to communicate with families about the importance of student attendance as well as being at school on time. DP to work with Home School Liaison Officer to support families where absenteeism is high. Values Education to be embedded in our PD programs. Signage around our school values to be designed and purchased.</p>
<p>COVID ILSP</p> <p>\$251,929.00</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 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

<p>COVID ISLP</p> <p>\$251,929.00</p>	<p>The allocation of this funding has resulted in the following impact: Both teachers and educational paraprofessionals have been utilised to support a range of students in literacy and numeracy. COVID ISLP funding has been used to support small groups of students to improve their reading fluency. In the first semester, 80% of students demonstrated improvements in reading and in Semester 2, 86% of students in the program demonstrated improvements, with 14% stagnant. This program was heavily disrupted due to being under staffed.</p> <p>After evaluation, the next steps to support our students will be: The school received 2023 COVID ISLP funding, therefore, our activities will continue. An interventionist and Educational Paraprofessional have been employed specifically to run programs in 2023.</p>
<p>Per capita</p> <p>\$81,615.54</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Granville South 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"> • Values Education • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of teaching and learning resources. <p>Funding external programs or incursions. Purchase of library books.</p> <p>The allocation of this funding has resulted in the following impact: Students and teachers have easy access to quality resources to support teaching and learning. Upgraded technology has enabled all students to access either a Chrome book or ipad. Increase in number of library books to support reading practices across the school. Funding a variety of programs has eased the financial pressure on families.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund extra curricular programs such as Life Education and Wellbeing programs. Continue to purchase quality resources to enrich the teaching and learning happening in the classrooms. Ensure all students and teachers continue to have access to working technology.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of Assistant Principal, Curriculum and Instruction. <p>The allocation of this funding has resulted in the following impact: Teachers have been up-skilled in data analysis of class and stage data to pinpoint next steps in students learning in both literacy and numeracy. APC&Is have worked closely with teachers to design and implement differentiated programs of learning to support the achievement of every student based on this data. All teachers have been professionally developed</p>

<p>AP Curriculum & Instruction</p> <p>\$210,799.00</p>	<p>in guided reading and Close Reading and have developed strategies to support students in the acquisition of reading and comprehension of texts.</p> <p>The focus in K-2 was building the capacity of teachers around the new K-2 English and maths syllabus.</p> <p>After evaluation, the next steps to support our students will be: Full implementation of K-2 English and maths syllabus. APC&I to work with Yr 3 - 6 teachers to build their capacity around the new syllabuses that are becoming mandatory in 2024. APC&I to work with Lead Specialists in the area of numeracy for our Strategic Support.</p>
<p>SaCC</p> <p>\$16,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Granville South 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"> • Reading <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Supported Playgroup resources including craft and art supplies, toys, and puzzles to support learning through play for all facets of child development. <p>Resources such as stationery, copying ink, art and craft supplies and toys, games and puzzles to support the Speech Therapists who delivered speech and Language therapy to pre school aged children from the Granville South and surrounding areas and to Granville South PS students.</p> <p>Resourcing to provide materials for each child participating in the JumpStart -Getting ready for school program. Stationery and program supplies to ensure each child had all resources required to engage fully in the activities focusing on preparation for school including early literacy and numeracy resources.</p> <p>Resources to support parents to be well informed and prepared for their child to start kindergarten.</p> <p>Engagement of an external provider to provide instruction and education to parents.</p> <p>Resources required to ensure the provision of a clean, organised and welcoming environment for families and children.</p> <p>The allocation of this funding has resulted in the following impact: A large majority of the children attending Playgroup do not access any other prior to school settings. The significance of the SaCC Supported Playgroup is that it is the only experience they will have in an early education setting outside of their home.</p> <p>The impact of the Granville South PS SaCC Playgroup is:</p> <ul style="list-style-type: none"> • Increased social, communication, literacy, numeracy and creative skills in children through the Supported Playgroup program. This is evidenced by observation and parent feedback via parent evaluation. This impacts their preparation for school - increasing their preparedness. • Increased early literacy skills through the DEAR (Drop Everything and Read) sessions which are incorporated in every Supported Playgroup session. Parents read with their children and have access to borrowing books from the SaCC library. Parent feedback data indicates that parents were reading more to their children at home as a result of engaging in the Supported Playgroup program. • Improved Speech and Language skills as a result of the therapy provided through the partnership with Sydney University. These improved skills directly impact the learning outcomes of the GSPS students. • The Jump Start program has provided an opportunity for children who will start Kindergarten in the next school year, to engage in routines expected to

SaCC

\$16,000.00

be experienced at school and to develop social, communication, literacy, numeracy and creative skills in a peer group setting. Parents also gain understanding of the support they can provide.

- Parent Education options provide an opportunity for parents to engage in learning and to value the understanding of lifelong learning while acquiring skills to support their family's needs. The First Aid course provided an opportunity for parents to learn skills to apply to their families and community. Success here leads to confidence to undertake other education opportunities.

- Providing a clean, safe, welcoming, well-resourced SaCC centre is imperative to engaging and keeping families engaged as this is often the first and sometimes only prior to school service parents and children experience. As it is part of the school environment it is important that it is a positive experience.

- The Kindergarten Transition Program is a valuable program providing an opportunity for children to experience school routines and for us to learn more about the children who will be starting school. A strong, informed partnership between home and school provides the maximum opportunity for students to achieve their potential and the Parent component of the Kindergarten Transition program provides the foundations for a strong partnership from the moment a child begins school. The GSPS Kindergarten Transition program is a successful partnership between the school and SaCC to provide information, hands on experiences, resources and opportunities to connect.

- o 6 Transition to school sessions were offered.

- o Parent information on topics including: Introduction to School staff and roles; Attendance and Welfare; our Library; Learning and Support programs; P&C; Early Childhood development including Fine Motor Skill development, Speech and Language Development; Literacy and Numeracy and how to help your children with their learning; EAL/D and Best Start. A book reading was shared at the commencement of every session.

- o A parent representative of 48 of the 53 (91%) children enrolled to start Kindergarten at GSPS in 2023 attended at least 1 Transition to school session. 40 (75%) of parents attended half or more of the sessions offered. 17 (32%) attended every session. 96% indicated they enjoyed the program and found it valuable.

After evaluation, the next steps to support our students will be:

Continue to provide support for families with children aged 0-8 through Supported Playgroups and Transition to School programs.

Continue consultation with families to understand needs and areas of interest for Parent Education and information provision.

Investigate the provision of Parenting Programs in consultation with GSPS.

Maintain the strong partnership with Sydney University to continue to provide valuable Speech and Language Therapy and Speech and Language Assessments for our children.

Continue the Kindergarten Transition program in partnership with GSPS and the Jump Start Program to provide a focus on preparation for school.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	171	177	166	174
Girls	165	171	157	147

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.4	87.6	90.6	82.5
1	88.9	80.0	91.4	84.7
2	89.8	83.2	89.4	84.2
3	88.3	81.6	91.7	81.8
4	88.4	85.8	90.3	83.7
5	91.3	85.4	89.9	80.6
6	91.8	85.3	87.0	78.6
All Years	89.4	84.0	90.2	82.3
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
Assistant Principal(s)	4.4
Classroom Teacher(s)	11.89
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher ESL	2
School Counsellor	0.6
School Administration and Support Staff	2.87
Other Positions	1

*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	450,925
Revenue	4,934,081
Appropriation	4,852,762
Sale of Goods and Services	2,312
Grants and contributions	74,832
Investment income	4,074
Other revenue	100
Expenses	-4,800,186
Employee related	-3,783,041
Operating expenses	-1,017,145
Surplus / deficit for the year	133,895
Closing Balance	584,821

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	39,276
Equity Total	1,040,321
Equity - Aboriginal	8,150
Equity - Socio-economic	482,804
Equity - Language	297,053
Equity - Disability	252,314
Base Total	2,479,939
Base - Per Capita	81,616
Base - Location	0
Base - Other	2,398,324
Other Total	749,288
Grand Total	4,308,824

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

Student Survey (perspective from the students):

Areas of strength:

- 86% of students try hard to succeed in their learning
- Teachers set clear goals
- 92% of students feel a sense of belonging

Areas for further development:

- 31% of students did not find classes challenging enough
- 32% of students feel they have been bullied (however, below NSW government mean)
- 64% of students are interested and motivated in their learning

Parent survey:

Areas of strength:

- parents feel welcome
- parents feel informed
- parents feel school supports positive behaviour and is safe

Areas for further development:

- 33% of parents disagree that the school helps students with a disability feel welcome
- 86-100% of parents never complete voluntary work for the school

Teacher survey:

Areas of strength :

- Leadership support
- Collaboration
- Using data to inform practice
- Use of teaching strategies
- Well above NSW government norm in four dimensions of classroom and school practices.

Areas for further development:

- Student and teacher use of technology

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.