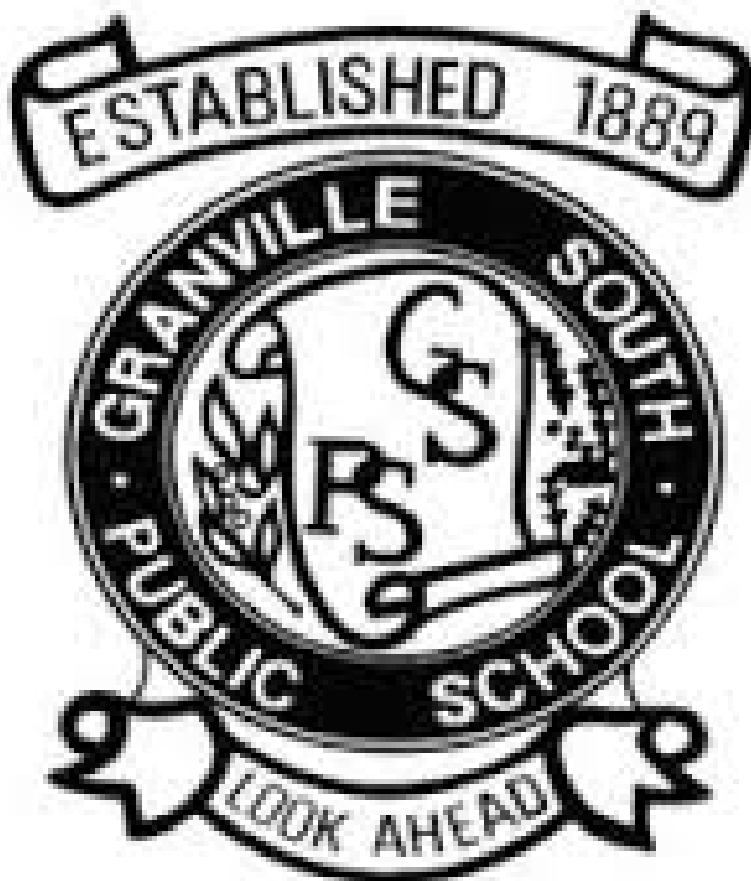


# 2023 Annual Report

## Granville South Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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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>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## 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

### 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 and Check-In 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.

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

In 2023 we built a consistent approach from Year 3-6 to track student growth in their close reading skills through a written assessment once a term. These Term 4 results are being passed onto their 2024 teacher by the APCI. Teachers have given the same reading text that students completed in Term 1 to directly see the growth of their skills across the year. Our curriculum leaders will continue building teacher skills in complex text selection and appropriate inferential and analytical questioning. In 2024 we will look at a way of tracking Yr 2 reading growth once students have moved onto close reading (above instructional level 22).

### 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
All students demonstrate growth and achievement in reading through internal and external assessment data.	<p><b>K-2:</b> Using internal school data:</p> <p><b>Kindergarten-</b> Term 2, Week 5 showed 7% of Kindy students on track for guided reading benchmark levels. By Term 4, Week 5 this increased to 23% of Kindy students on track for guided reading benchmark levels.</p> <p><b>Year 1-</b> Term 1, Week 5 showed 2% of Year 1 students on track for guided reading benchmark levels. By Term 4, Week 5 this increased to 40% of Year 1 students on track for guided reading benchmark levels.</p> <p><b>Year 2-</b> Term 1, Week 5 showed 30% of Year 2 students on track for guided reading benchmark levels. By Term 4, Week 5 this increased to 54% of</p>

<p>All students demonstrate growth and achievement in reading through internal and external assessment data.</p>	<p>Year 2 students on track for guided reading benchmark levels.</p> <p><b>3-6:</b> Using external data from check-in assessment there was growth between Term 2 and Term 4 for the Year 4 and Year 6 cohort.</p> <p><b>Year 4 data:</b> Term 2 shows that students answered 42.4% of questions correctly with 45.9% of comprehension accuracy. In Term 4 this increased to 53.3% of questions answered correctly with 54.5% of comprehension accuracy.</p> <p><b>Year 6 data:</b> Term 2 shows that students answered 39.1% of questions correctly and 37.8% of comprehension accuracy. In Term 4 this increased to 44.2% of questions answered correctly with 44.8% of comprehension accuracy.</p> <p>This data demonstrates the growth our 2 cohorts of students that are partaking in <i>close reading</i> which involves explicit teaching of comprehension and text analysis.</p>
<p>Professional learning around stamina in reading. All teachers in Yrs K - 6 plan for and implement at least one strategy to increase stamina in reading.</p>	<p><b>2-6:</b> Strategies to increase stamina have been implemented across all Yr 2-6 classrooms. Year 2 students who are ready for short novels have been introduced to silent sustained reading and close reading once their comprehension skills have increased. Students in 3-6 have been introduced to close reading and book club (for Stage 2 students who are ready) and literature circles for Stage 3 students. Teachers have also introduced opportunities for wide reading through silent, sustained opportunities.</p> <p><b>Data shows:</b></p> <p>The current Year 4 cohort have increased their stamina when engaging in the check-in reading assessment. In 2022 Year 3 spent 19.29 mins average engaged in the reading assessment of Term 4. One year later, the same cohort of students, 2023 Year 4 spent 31.59 mins average engaged in the reading assessment Term 4.</p> <p>All 2-6 classroom teachers have implemented one change (at least) in regards to increasing stamina. These strategies include: more wide reading opportunities; time to engage in silent, sustained reading; book club/literature circles introduced from Yr 3 for students that are ready for this type of reading. All students above level 22 readers engaged in silent reading for <i>close reading</i> lessons.</p>
<p>Students working at an overall sound level in English:</p> <p>Yr 3: 65%</p> <p>Yr 4: 70%</p> <p>Yr 5: 70%</p> <p>Yr 6: 70%</p>	<p>76% of students in Yr 3 are working at a sound level or above. Target met.</p> <p>42% of students in Yr 4 are working at a sound level or above. Target not met.</p> <p>64% of students in Yr 5 are working at a sound level or above. Target not met.</p> <p>70% of students in Yr 6 are working at a sound level or above. Target met.</p>
<p>All students are able to demonstrate growth and achievement in additive strategies over the year, using the learning progressions.</p>	<p><b>K-2:</b></p> <p><b>Yr 1 (1S- one class tracked):</b> With a focus on "<i>flexible strategies of combinations to 10</i>" using progression data (AdS 6.2). At the beginning of the year, 0% of students were <i>demonstrating or consolidated</i> and by the end of the year, this had increased to 23%of students <i>demonstrating or consolidated</i> .</p> <p><b>Yr 2 (2/1H- one class tracked):</b> With a focus on "<i>flexible strategies of combinations to 10</i> " using progression data (AdS 6.2). At the beginning of the year, 33% of students were <i>demonstrating or consolidated</i> and by the end of the year, this had increased to 60%of students <i>demonstrating or</i></p>

All students are able to demonstrate growth and achievement in additive strategies over the year, using the learning progressions.

*consolidated .*

**3-6:**

As a result of SSS working within the school, pre and post additive strategies data was used through testing Stage 2 & 3 to measure growth and impact of building teachers' pedagogy within numeracy. Students sat the pre test in Term 2 and the post test in Term 4. Results were as follows:

**Stage 2: Data** showed 42% of students increased their additive strategies knowledge in the post test

**Stage 3:** Data showed 48% of students increased their additive strategies knowledge in the post test

## Strategic Direction 2: Excellence in Teaching

### Purpose

Teachers will develop and demonstrate high levels of professionalism and commitment while working individually and collaboratively to ensure high quality teaching and learning is evidence based, reflective and responsive to student need.

### 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
- NSW Curriculum and Syllabus Implementation

### Resources allocated to this strategic direction

### 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 Creating Texts, Understanding Text and Additive Strategies (3-6) Creating Texts, Additive Strategies & Phonic Knowledge/Word Recognition, Phonological Awareness (K-2). The APC&Is continue to build teacher capacity in the New Curriculum embedded in planning days and data chats. The Action Learning Plan for effective questioning has been put on hold as training staff on the New Curriculum is most vital to improve teacher excellence.

There has been a focus on developing systems and professional capacity for analysis of external data, specifically NAPLAN and Check in assessment with 3-6 staff now being trained in Scout and therefore having access to Check-In analysis. In 2023, Granville South Public School have aimed 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 and has occurred through data chats within stage meetings (mainly around check-in external data and internal assessment data).

With continued professional learning from the APC&Is around the new K-10 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. Teachers in 3-6 have spent the year exploring the new syllabus and the teaching advice through comparisons of the current syllabus. This includes exploring the sample units of work and how they will be implemented within the way we program for 2024.

### 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
Full implementation of English and maths K-2 Syllabus	<b>K-2 Implementation Progress (syllabus implemented 2023):</b>  K-2 implemented the new curriculum in Semester 1 2023. Teachers used data to make professional judgments to decide on content markers from each outcome to be taught over a 5 weekly English cycle of work. Quality texts were chosen to address the new outcome <i>Understanding and Responding to Literature</i> component of the syllabus. Planning for an English cycle using the new syllabus was far more time consuming as teachers navigated the new syllabus and discussions around suitable texts to teach the new outcome were had. K-2 teachers used data chats to look closely at the content of <i>Understanding and Responding to Literature</i> . The text chosen for cycles of work needed to increase in complexity within grades overtime. Teachers needed support and opportunities to be involved in discussions around suitable texts for grades with appropriate complexity. Teachers became aware of different complexities within texts to be aware of to support their choices. Teachers have become familiar using sentence level



<p>Full implementation of English and maths K-2 Syllabus</p>	<p>grammar vocabulary in their classroom with their students, which has been a shift for our teachers. During data chats professional learning was used to address aspects of sentence level grammar so all teachers had a thorough understanding of the content. The glossary and Teaching Advice documents have been useful when navigating areas of the syllabus. It has been decided to trial the English units of work in 2024 and make adjustments to the units using teacher professional judgement to suit our context. The English Units of Work are linked with quality texts that are closely linked to the content of Understanding and Responding to Literature which will support our teachers to gain knowledge around suitable texts.</p> <p><b>3-6 Preparation Progress (syllabus implemented 2024)</b></p> <p>Stage 2 &amp; 3 have been introduced to the new curriculum through data chats throughout Semester 2. Term 3 was a focus on the English syllabus where teachers explored the changes to the syllabus and read and discussed the new teaching advice. Decisions were made around how we would incorporate the new outcomes of Understanding and Responding to Literature in 2024 and what programming would look like in the coming year. All teachers were given a hard copy of the syllabus and shown how to navigate and access this online. During Term 4 there was a focus on the Mathematics syllabus where 3-6 teachers explored changes and read and discussed the new teaching advice. New mathematical resources were ordered based on content from the new syllabus and teachers were given the opportunity to discuss the DoE example scope and sequence and units of work. Teachers have been involved in discussions of how we will incorporate these units into our programming in 2024. The APCI will spend time with the executive team leaders of 2024 to make programming decisions on behalf of 3-6 before planning takes place next year. This will include reading through the units of work and making decisions of what to use and how to structure the school scope and sequence to align with the new curriculum.</p>
<p>School leadership team upskilled in their capacity to analyse a variety of whole school data to evaluate programs and inform future whole school planning.</p>	<p>At Granville South Public School, an inquiry into data practices was conducted. It found the area of improvement required further development in the use and analysis of external data sources such as SCOUT, NAPLAN and Check In assessments. The executive team worked together to intentionally analyse data that was not being incorporated in school decision making. These skills were demonstrated by a member of the executive team, who created systems and processes to use to support data analysis at every data point. Through survey results, 100% of the executive team are now confident and very confident using SCOUT data, compared to 50% feeling only somewhat confident at the beginning of the inquiry. 100% of the executive team now uses external data such as NAPLAN and Check In assessments to inform future directions compared to 66.7% at the start of the inquiry. As a result, GSPS executives can extract data driven improvement measures connected to resource allocation. The executive team now have improved their skills and confidence to analyse, interpret and extrapolate data and collaboratively use this to inform practice.</p>

## 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
- High Potential and Gifted Education

### Resources allocated to this strategic direction

### 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 and nurturing environment where students feel happy to come to school.

The Tell Them From Me 2023 survey results shows a decrease of 12.5% in students feeling a sense of belonging. 2022 data shows students at 77% compared with 73% in 2023. Further analysis of the data highlights that girls have a lower sense of belonging than boys, with 80% of boys have a sense of belonging compared to 66% of girls. This decrease in data demonstrates that we will continue to focus on initiatives to improve a sense of belonging and will remain a focus in 2024.

To increase a sense of belonging, the school values of integrity, compassion and resilience have been established and were officially launched in 2023. All students engaged in explicit lessons that supported and encompassed the school values, as well as a whole school launch to promote these school values. New signage has been installed around the school to reflect and support the school values.

Student attendance continues to be a focused priority. 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. In 2022, 39% of students were attending more than 90% of the time, and in 2023 60.8% of students were attending more than 90% of the time. The school will continue to foster positive relationships with families that are integral to higher student attendance rate success. Our priority will continue to focus on improving each students individual attendance.

### 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 3% from the baseline of 83.9%	<p>The Tell them From Me data states that we have not achieved our targets and have observed a decrease in students feeling a sense of belonging at our school.</p> <p>2022: 77%</p> <p>2023:73%</p> <p>This decrease in this data indicates that a focus on implementing initiatives to foster a positive relationships within the school will continue to be a priority in 2024.</p>
Increase the proportion of students in the Tell Them From Me survey	<p>The Tell Them From Me survey measuring an overall sense of positive wellbeing of students shows a 3% uplift from 95% in 2022 to 98% in 2023..</p>

reporting a positive wellbeing by 4%.	
Increase (uplift) percentage of students attending school more than 90% of the time by 8.5% or above.	<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%.</p> <p>In 2023, 60.8% of students were attending more that 90% of the time, the target uplift of 8.5% was met.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,254.89</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a bilingual School Learning and Support Officer to support refugee families who are newly arrived into Australia.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our newly arrived families have an increased sense of belonging and feel supported when transitioning into our school. Our parents also have someone they can contact in their home language if they have any questions or are needing further clarification or support with their child's schooling.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ a bilingual School Learning and Support Officer.</p>
<p>New Arrivals Program</p> <p>\$25,619.00</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 South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of Newly Arrived Students assessed and allocated targeted support based on their needs. Our trained EAL/D teacher worked with eligible NAP students in small withdrawal groups. This has resulted in students developing their English language skills as evidenced by our EAL/D progression data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> New arrival students continue to receive group support once initial withdrawal targeted support is completed. Classroom and EAL/D specialist teachers continue to program and assess students using the EAL/D progressions.</p>
<p>Integration funding support</p> <p>\$75,575.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of School Learning and Support Officers to deliver</p>

<p>Integration funding support</p> <p>\$75,575.00</p>	<p>personalised learning to four students who required high levels of learning and behavioural support. Students receiving integration funding showed an increase in achievement of learning goals as specified in students' Individual Education Plans. Increased engagement was noted among students receiving support. Strong end of year transition programs were also put in place which has enabled all four students to get to know their next year's teacher and class.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students will be: Employment of additional School Learning Support Officers to increase successful implementation of Individual Education Plans and support effective differentiation for identified students receiving funding. Support will be allocated to these students within the classroom and/ or playground as determined by specific goals and strategies within their plans.</p>
<p>Socio-economic background</p> <p>\$549,901.69</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional teacher to enable every class teacher to have an extra hour from face-to face teaching to attend a data chat with APCI.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• Employment of SLSOs to support students with additional learning needs.</li> <li>• Employment of additional teachers to create smaller class sizes.</li> <li>• Resourcing to increase equitability of resources and services.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding an extra class (enabling smaller classes) has resulted in more personalised attention to students, improved classroom management, stronger student / teacher relationships and improved academic achievements in internal data. Weekly data chats for classroom teachers has built their capacity around data collection, data analysis and where to next goals. This has resulted in more targeted teaching and students having individualised learning goals. Every student, regardless of socio background, had access to quality resources, full school uniform and attended all excursions including swimming scheme and camp.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue funding additional teachers in order to create an extra class. Continue financial assistance to families in need, ensuring that every student has equal opportunities. Continue to fund external providers such as gymnastics coach, music teacher, wellbeing programs, to ensure all students have opportunities and access to extracurricular activities.</p>
<p>Aboriginal background</p> <p>\$6,112.69</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$6,112.69</p>	<ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All Aboriginal students K-6 have Personalised Learning Pathways. Aboriginal students and a buddy worked with our Aboriginal Education Officer to learning about Aboriginal culture and to create a school Acknowledgment of Country.  Aboriginal students had opportunities to attend local cultural days, including a Reconciliation Day event.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  We will continue to use this funding to support Aboriginal students' attendance and wellbeing initiatives in 2024.</p>
<p>English language proficiency</p> <p>\$316,915.53</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• provide EAL/D Progression levelling PL to staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Student progress showing positive growth on the English as an additional Language or Dialect (EAL/D) learning progressions.  English as an additional Language or Dialect (EAL/D) students are more confident and prepared to take risks with their language use, as noted in teacher observations.  All teachers participated in professional learning, where the EAL/D teacher guided how to plot students on the progressions.  Individualised programs for EALD students at their point of need which has resulted in improved outcomes for EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue professional learning for all staff on the EALD progressions and EALD strategies in order to develop in-depth plans for EALD students by EALD specialist teacher in consultation with class teachers.  To share tracking and growth of EALD students with all staff through executive meetings and stage collaboration and planning meetings.  Ongoing professional learning to identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$254,325.70</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$254,325.70</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Our speech therapist intervention has resulted in an increase of 41% of Kindergarten students meeting criterion for oral language skills. Occupational Therapist and Speech Therapist screening all Kindergarten students which has resulted in early identification of students needing extra support, some of which have gone on to receive integration funding. Class teachers more confident at implementing speech and language programs at a whole class level that support student speech and language. Class teachers better equipped to identify students who may need further support in both speech or occupational therapy. Trained SLSOs have implemented targeted intervention programs, which has resulted in improved results in internal data.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue employing our Speech and Occupational Therapist.  More professional learning for our School Learning and Support Officers.  Expanding our Allied Health Team through employment of a behaviour specialist.</p>
<p>Professional learning</p> <p>\$29,080.56</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• building capacity of middle leaders</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• staff conference, focusing on technology, social media and boundaries around use of technology.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Staff are more aware of current issues around technology and social media. Continued support (particularly for our beginning teachers) in differentiating units of work to suit the needs of students. Professional learning from Strategic Support delivery has resulted in improved pedagogical practice in numeracy. Increased capacity of all teachers to embed effective practices in the explicit teaching of reading and writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Extra release time for 3 - 6 teachers to work with curriculum instructors and assistant principals in implementing the new English and Mathematics</p>

Professional learning \$29,080.56	syllabus. APCs to continue working with English consultant to ensure they are up to date with current, research based evidence. Narrow and deepen our focus of professional learning.
Beginning teacher support \$31,346.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Granville South Public School during their induction period.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b>  <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• reduced responsibilities or teaching loads sufficient to support the development of their skills</li> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> Reduced face to face teaching time to observe lessons or work with curriculum leaders has built capacity in current pedagogical practices. Time off class has also supported the beginning teacher to work with supervisors on their Teacher Accreditation. As a result, our beginning teachers feel more supported and more confident in their first year of teaching. Extra release time was also offered to beginning teachers in order for them to work with supervisors to write their class' Student Progress Reports. This resulted in more accurate reporting, greater consistency of teacher judgment and higher quality comments.  <b>After evaluation, the next steps to support our students will be:</b> Continue to provide quality support to beginning teachers through extra release time, mentoring programs and access to quality professional learning at point of need.
QTSS release \$65,457.50	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Granville South Public School.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b>  <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• Creation of a school funded Deputy Principal position, three days a week.</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> Reduction of administration tasks for teachers and Principal. Improved student attendance through a very thorough attendance plan (Strategic Direction 3) lead by the DP. Each child that has an identified health care needs has an Individual Health Care plan. An audit in this area in 2023 showed that we met all policy requirements. Health and Safety practices up to date and an audit in 2023 showed that we met all policy requirements.  <b>After evaluation, the next steps to support our students will be:</b> Continue to fund the DP position.
COVID ILSP \$151,076.97	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 2023.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b>



<p>COVID ILSP</p> <p>\$151,076.97</p>	<p><b>including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an Education Paraprofessional to work with targeted students.</li> <li>• Employment of School Learning and Support officer to work with targeted students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of targeted students met their goals outlined in their Individual Education Plan. Improved academic results as evidenced by internal data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> COVID ILSP funding not continuing into 2024, this targeted program will continue in 2024 utilising another funding source.</p>
<p>Per capita</p> <p>\$83,543.46</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of quality teaching resources</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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 &amp; Instruction</p> <p>\$217,123.20</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</li> </ul>

AP Curriculum & Instruction

\$217,123.20

- lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers

**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 in guided reading, stamina, Close Reading and have developed strategies to support students in the acquisition of reading and comprehension of text.

Another focus K-6 was building the capacity of teachers around the new K-2 English and maths syllabus, as well as the implementation of numeracy strategies as part of our work with the School Strategic Support Team..

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

APCIs to continue leading evidence-informed initiatives in literacy and numeracy, enhancing teacher capabilities through hands on instructional leadership.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	177	166	174	175
Girls	171	157	147	142

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.6	90.6	82.5	86.9
1	80.0	91.4	84.7	85.8
2	83.2	89.4	84.2	88.5
3	81.6	91.7	81.8	89.6
4	85.8	90.3	83.7	87.8
5	85.4	89.9	80.6	89.1
6	85.3	87.0	78.6	84.7
All Years	84.0	90.2	82.3	87.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	11.9
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher EAL/D	2.2
School Counsellor	0.6
School Administration and Support Staff	2.87
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	584,820.66
<b>Revenue</b>	4,978,298.21
Appropriation	4,884,144.05
Sale of Goods and Services	1,204.54
Grants and contributions	79,816.62
Investment income	12,933.00
Other revenue	200.00
<b>Expenses</b>	-4,847,575.99
Employee related	-4,018,441.45
Operating expenses	-829,134.54
<b>Surplus / deficit for the year</b>	130,722.22
<b>Closing Balance</b>	715,542.88

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	40,563
<b>Equity Total</b>	1,127,256
Equity - Aboriginal	6,113
Equity - Socio-economic	549,902
Equity - Language	316,916
Equity - Disability	254,326
<b>Base Total</b>	2,556,372
Base - Per Capita	83,543
Base - Location	0
Base - Other	2,472,829
<b>Other Total</b>	728,212
<b>Grand Total</b>	4,452,403

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



# Parent/caregiver, student, teacher satisfaction

## Parents

In Term 3, parents were surveyed through the Tell Them From Me platform. The information below is based on 26 respondents. We were above average in all areas.

A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

### Parents feel welcome

School Mean 8.3

- I feel welcome when I visit the school. 8.8
- Teachers listen to concerns I have. 8.1
- I can easily speak with the school principal. 8.4
- Written information from the school is in clear, plain language. 8.1
- I am well informed about school activities. 8.1

### Parents are informed

School Mean 7.4

- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 8.1
- I am informed about my child's behaviour at school, whether positive or negative. 7.7
- The teachers would inform me if my child were not making adequate progress in school subjects. 7.2
- I am well informed about my child's progress in school subjects. 7.3
- I am informed about my child's social and emotional development. 6.8

### Parents support learning at home

School Mean 7.8

- Talk about how important schoolwork is. 6.6
- Ask about any challenges your child might have at school. 6.4
- Encourage your child to do well at school. 9.2
- Praise your child for doing well at school. 8.9
- Talk with your child about feelings towards other children at school. 7.8

### School Supports Learning

School Mean 7.6

- Teachers show an interest in my child's learning. 7.9
- Teachers have high expectations for my child to succeed. 7.5
- My child is encouraged to do his or her best work. 8.1
- Teachers take account of my child's needs, abilities, and interests. 7.6
- Teachers expect my child to work hard. 7.0

### School supports positive behaviour

- School Mean 8.1
- Teachers expect my child to pay attention in class. 8.4
- Teachers maintain control of their classes. 7.8
- My child is clear about the rules for school behaviour. 8.8
- Teachers devote their time to extra-curricular activities. 7.5

### Safety at School

School Mean 7.6

- Behaviour issues are dealt with in a timely manner. 7.5
- My child feels safe at school. 7.7
- My child feels safe going to and from school. 8.1
- The school helps prevent bullying. 7.0

### Inclusive School

School Mean 7.5

- Teachers help students who need extra support. 7.6
- School staff create opportunities for students who are learning at a slower pace. 7.4

- Teachers try to understand the learning needs of students with special needs. 7.3
- School staff take an active role in making sure all students are included in school activities. 7.9
- Teachers help students develop positive friendships. 7.3

**Please tell us some things you like about our school or things that would make it even better.**

- Having a canteen on school site.
- Homework.

**Please tell us some different ways that we could get more families and community members to participate in school activities**

- Share on social media platforms regularly
- Ask parents to volunteer for any function through the app

**Teacher survey**

In Term 3, teachers were surveyed through the Tell Them From Me platform. The information below is based on 10 respondents.

**Leadership**

School Mean (NSW Govt Norm) 7.7 (7.1)

**Strengths**

- I work with school leaders to create a safe and orderly school environment. 8.6
- School leaders have helped me create new learning opportunities for students. 8.2

**Areas of Improvement**

- School leaders have provided me with useful feedback about my teaching. 6.8

**Collaboration**

School Mean (NSW Govt Norm) 7.9 (7.8)

**Strengths**

- I discuss learning problems of particular students with other teachers. 8.9
- I discuss my assessment strategies with other teachers. 8.2

**Areas of Improvement**

- Teachers have given me helpful feedback about my teaching. 7.2

**Learning Culture**

School Mean (NSW Govt Norm) 8.1 (8.0)

**Strengths**

- I am effective in working with students who have behavioural problems. 8.2
- I set high expectations for student learning. 9.3

**Data informs Practice**

School Mean (NSW Govt Norm) 8.0 (7.8)

**Strengths**

- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 8.2
- I use results from formal assessment tasks to inform my lesson planning. 8.9
- My assessments help me understand where students are having difficulty. 8.2

**Teaching Strategies**

School Mean (NSW Govt Norm) 8.2 (7.9)

**Strengths**

- I use two or more teaching strategies in most class periods. 8.9
- I can easily identify unproductive learning strategies. 8.4
- I discuss with students ways of seeking help that will increase learning. 8.4

**Technology**

School Mean (NSW Govt Norm) 6.7 (6.7)

### **Strengths**

- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 7.5

### **Areas of Improvement**

- Students use computers or other interactive technology to track progress towards their goals. 6.1

### **Inclusive School**

School Mean (NSW Govt Norm) 8.2 (8.2)

### **Strengths**

- I make an effort to include students with special learning needs in class activities. 9.0
- I create opportunities for success for students who are learning at a slower pace. 8.8

### **Parent Involvement**

School Mean (NSW Govt Norm) 6.6 (6.8)

### **Strengths**

- I use strategies to engage parents in their child's learning. 7.1
- Parents understand the expectations for students in my class. 6.8

### **Challenging and visible goals**

School Mean (NSW Govt Norm) 7.7 (7.5)

### **Strengths**

- I discuss my learning goals with other teachers. 8.2
- In most of my classes I discuss the learning goals for the lesson. 8.6
- I establish clear expectations for classroom behaviour. 8.6
- I set high expectations for student learning. 9.3

### **Areas of Improvement**

- I share students' learning goals with their parents. 6.6

### **Planned Learning Opportunities**

School Mean (NSW Govt Norm) 7.9 (7.6)

### **Strengths**

- When I present a new concept, I try to link it to previously mastered skills and knowledge. 8.4
- School leaders have helped me create new learning opportunities for students. 8.2
- relevant to their own experiences. 7.8 I create opportunities for success for students who are learning at a slower pace. 8.8

### **Overcoming Obstacles to Learning**

School Mean (NSW Govt Norm) 7.8 (7.7)

### **Strengths**

- I make an effort to include students with special learning needs in class activities. 9.0
- I discuss learning problems of particular students with other teachers. 8.9
- My assessments help me understand where students are having difficulty. 8.2

### **Areas of Improvement**

- I work with parents to help solve problems interfering with their child's progress. 6.6

### **Quality Feedback**

School Mean (NSW Govt Norm) 7.4 (7.3)

### **Strengths**

- I make sure that students with special learning needs receive meaningful feedback on their work. 8.6

- I discuss my assessment strategies with other teachers. 8.2 I
- Students receive feedback on their work that brings them closer to achieving their goals. 8.4

### **Areas of Improvement**

- I use computers or other interactive technology to give students immediate feedback on their learning. 6.6

### **Students**

In Term 4, students from Yrs 4 - 6s were surveyed through the Tell Them From Me platform. The information below is based on 88 respondents.

#### **Student participation in school sports**

- School Mean 94%
- NSW Govt Norm 83%

#### **Student participation in extracurricular activities**

- School Mean 51%
- NSW Govt Norm 55%

#### **Students with a positive sense of belonging**

- School Mean 71%
- NSW Govt Norm 81%

#### **Students with positive relationships**

- School Mean 77%
- NSW Govt Norm 85%

#### **Students that value schooling outcomes**

- School Mean 82%
- NSW Govt Norm 96%

#### **Students with positive behaviour at school**

- School Mean 81%
- NSW Govt Norm 83%

#### **Effort**

- School Mean 85%
- NSW Govt Norm 88%

#### **Students who are victims of bullying**

- School Mean 24%
- NSW Govt Norm 36%

#### **Explicit Teaching Practices and Feedback**

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

- School Mean 7.7
- NSW Govt Norm 7.5

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.