

Granville East Public School

Annual Report



2016



5236

Introduction

The Annual Report for **2016** is provided to the community of **Granville East 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

I am excited and proud to present the achievements of 2016 – a year in which our whole school consolidated our work on student autonomy; staff expertise; and community engagement.

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Principal

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School background

School vision statement

Granville East Public School (GEPS) leads a dynamic and innovative community, characterised by powerful partnerships, quality learning, inclusivity and excellence.

GEPS inspires purposeful, holistic and future focused teaching and learning that engages students in their lives and their world.

GEPS empowers creative and critical thinkers who experience enjoyment and success at school and know that learning can be limitless.

School context

Granville East Public School is a vibrant, diverse school of 400 students serving a cultural rich community in Sydney's western suburbs.

With 95% students having English as an additional language/dialect, we have over 24 different linguistic groups. 61% of students are from an Arabic speaking background.

The school has been supported by the *Low SES School Communities National Partnership* for the last 3 years and by the Equity Program in the past. Current priorities focus on improving literacy and numeracy outcomes for all students by deepening student self-regulation, thinking skills and risk taking learning behaviours.

An active Learning and Support Team coordinates and monitors support mechanisms to ensure all students access a rigorous curriculum and adjustments to learning are part of every teacher's repertoire.

Granville East PS has 31 teaching staff (15 mainstream teachers and 16 specialists) and 8 School Administrative and Support Staff. Staff at Granville East Public School are dedicated professionals – almost half are in the early years of their career. A strong ethos of staff development, collegiality and sharing resources is supported by a range of small, professional learning teams.

The community is very supportive of school programs and directions. A small, but dedicated P&C Association supports the school and community participation rates are improving.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Our school is achieving well in all three domains – with Teaching and Learning particular strengths. In the domain of Teaching, our school's collaborative practices and focus on professional development for all staff underpin the high quality of practice in the classroom. Teachers evaluate literacy and numeracy programs every 3 weeks and make adjustments based on student achievement. Early-career teachers are provided with additional support and every staff member has professional development goals to improve outcomes for students. In the domain of Learning, our school is delivering well around strong learning cultures with a focus on wellbeing, academic rigour, high quality curriculum and assessment strategies that enhance learning. In the domain of Leadership, school planning is strategic, responsive to student need and enables our school vision to be realised.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Enabling successful, self-regulating learners who thrive in all contexts

Purpose

Self-regulation requires learners to be creative and critical problem solvers, who can confidently plan, implement, monitor and evaluate their own learning. This empowers them to meet challenges in an ever changing world.

Overall summary of progress

Students at Granville East Public School are taught the skills of independent self-regulation from an early age. Teachers support students to take responsibility for their learning and enable students to notice the processes of learning that take place within classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 30% increase of students using self-regulation processes to achieve expected outcomes	<p>Students are explicitly taught self-regulation skills and processes. The school surveyed students regularly on their articulation of learning.</p> <p>Students are able to monitor their learning using Success Criteria and can give feedback to a peer, based on clear criteria.</p> <p>Programs across K-6 reflect the development of high quality tasks.</p>	Quality Teaching, Successful Students (QTSS) (0.261 staffing)
20% increase of student feedback reflecting ownership of challenging personalised learning goals	<p>All students have individual learning goals and most students can articulate their current goals.</p> <p>Professional Learning conversations held twice yearly require staff to analyse the interviews of student in their class around articulating their learning. Teaching strategies are developed and feedback is given to students.</p>	Equity: Socio-economic background (\$80,000)

Next Steps

- formalise the whole-school assessment schedule regarding self-regulation skills and to document our processes for the induction of new staff;
- deepen our successful Learning Conversations strategy by expanding focus areas and improving the structure and quality of the conversations.

Strategic Direction 2

Empowering dynamic teacher-leaders who inspire and exemplify limitless learning

Purpose

All teachers are leaders – of students, staff and the broader community. As such they are responsive and reflective practitioners who are focused on improvement. They offer vast opportunities for students and embrace lifelong learning for themselves.

Overall summary of progress

2016 has seen many improvements in this Strategic Direction. Teacher-leaders have offered a vast array of opportunities and have inspired each other to engage students more deeply.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 30% increase of teacher-leaders offering vast learning opportunities to extend, challenge and excite and deepen student learning• 20% increase of teacher-leaders achieving challenging Professional Learning Goals	<p>Teacher-leaders work together in small teams to develop vast and vibrant learning opportunities for students within classes and outside of the formalised curriculum.</p> <p>In 2016 we have increased the number of extra-curricular clubs on offer during play time, as well as increased the opportunities for students to network with other schools and other institutions (Students worked at the Museum of Contemporary Art and students went to a conference in Adelaide about student voice).</p> <p>All teachers have professional learning goals which are challenging and personalised.</p> <p>In 2016 we developed a Powerful Learning Framework – a blueprint for teaching and learning, based on current research and the local needs of students. This framework enables teachers to reflect on their practice and set goals for future improvement.</p>	<p>Professional Learning funds (\$22,900)</p> <p>Equity: Language Proficiency (\$12,000)</p>

Next Steps

- share goals and learning opportunities across the school more regularly;
- document authentic tasks (and work samples) from each stage;
- increase the number of 1:1 conversations with team leaders around professional learning;
- trial a range of new initiatives in collaboration with Social Ventures Australia colleagues.

Strategic Direction 3

Shaping a leading school community

Purpose

A leading school provides vibrant, vast, rigorous and authentic learning. We value and celebrate individual and collective success, and nurture positive and productive relationships in the community. We aim to cultivate an open and welcoming hub of excellence to inspire others.

Overall summary of progress

Our school has improved the quantity and quality of connections between teachers and parents during 2016. We have structured in more opportunities for partnerships (workshops, open classrooms, celebration assemblies, online communications and more classes offering Learning Conversations) as well as noticed the improved nature of these partnerships. Parents are reporting that they are more informed and better informed about their child's learning than ever before.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 20% increase of school performance based on the School Excellence Framework• 40% increase of students, staff and parents collaborating through online platforms to improve learning outcomes and foster powerful home-school relationships	<p>We have not achieved our first improvement measure. We have made small gains in Curriculum & Learning and Assessment & Reporting by netorking with others school in learning endeavours and expanding our parent-student-teacher Learning Conversations as a reporting process.</p> <p>We have acheived a 25% increase in online communication during 2016, with the increase in take-up of Class Dojo as a platform to communicate between home and school.</p>	<p>Equity – socio-economic (\$20,000 to release teachers from class to hold Learning Conversations with parents).</p> <p>Equity – language proficiency (\$10,000)</p>

Next Steps

In 2017 we will

- deepen our Learning Conversations and initiate a network with a remote school;
- implement the KidsMatter initiative across the school;
- expand the use of technology to engage with parents – particularly in relation to providing explanations of classroom practice for parents;
- continue our involvement with Social Ventures Australia.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Koori Club ran every week, networking our Aboriginal and Torres Strait Islander students and their families; • Implementation of personalised learning plans. 	\$2,810
English language proficiency	<ul style="list-style-type: none"> • increased employment of EAL/D staff meant that every classroom received support for students with additional language needs; • strengthened Specialist Team enabled high quality advice and support to ensure students were successfully targeted, taught and monitored. 	\$27,688
Low level adjustment for disability	<ul style="list-style-type: none"> • employment of 3 Student Learning Support Officers resulted in increased Individual Learning Plans for target students; and increased targeted practice of skills for students; • every classroom received additional teacher support for reading groups, enabling students to progress at a faster rate. 	\$57,188
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • release executive staff each week resulted in improved feedback to teachers on their practice and performance. 	0.261 FTE staffing
Socio-economic background	<ul style="list-style-type: none"> • released teaching staff (in teams) 3 times each term to work with an academic partner. Teaching programs were more responsive to student need; student results were more closely analysed; and student achievement in reading improved. • released Assistant Principals four class to provide daily focused feedback to teachers about their practice in literacy and numeracy. APs deepened conversations in classrooms about students using evidence and data. • implementation of student-centred units of work tailoring daily lessons to student need; • 33% Year 3 students achieving proficient bands in NAPLAN reading, compared to an average of 7% in the previous three years. 	\$233,477
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • targeted support from an EAL/D teacher as well as a Student Learning Support Officer resulted in increased confidence in the schooling system; improved literacy and numeracy results; and a mentoring system for one student. 	\$4,750

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	193	184	199	186
Girls	185	183	169	171

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	95.7	93.9	88.8
1	94.5	95.3	94.9	90.8
2	96.2	95.2	95.8	94.4
3	96.5	92.7	94.5	93.2
4	95.3	96.2	96	92
5	95.7	96.4	94.6	94.9
6	97.1	95.9	94	94.1
All Years	95.7	95.3	94.8	92.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.19
Teacher of Reading Recovery	0.71
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
Teacher of ESL	3.2
School Administration & Support Staff	2.92
Other Positions	0.64

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 the Aboriginal composition of the school workforce remained at 3%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

Professional learning and teacher accreditation

All staff participated in regular, planned and focused professional learning activities. Staff have been involved in self-directed inquiry projects, Teacher Learning Communities as well as team-based learning and whole staff PL. Staff are released in teams every 3 weeks for a whole day of job-embedded professional learning. They bring student data to the table and work with expert help to plan the next steps of learning for students.

- a significant use of funds were used to release staff for professional learning – from Equity funding as well as Professional Learning funds. This averaged \$4,300 per teacher;
- Number of teachers working towards accreditation at Proficient in 2016: 5
- Number of teachers achieved accreditation at Proficient during 2016: 3
- Number of teachers maintaining accreditation at Proficient: 8

- Number of staff who participated in mandatory School Development Days: 94%.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	209 311.59
(2a) Appropriation	161 002.36
(2b) Sale of Goods and Services	275.46
(2c) Grants and Contributions	47 770.60
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	263.17
Expenses	-101 060.01
Recurrent Expenses	-101 060.01
(3a) Employee Related	-37 401.24
(3b) Operating Expenses	-63 658.77
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	108 251.58
Balance Carried Forward	108 251.58

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 342 051.23
Base Per Capita	19 997.49
Base Location	0.00
Other Base	2 322 053.74
Equity Total	892 480.00
Equity Aboriginal	2 810.40
Equity Socio economic	284 487.30
Equity Language	354 154.62
Equity Disability	251 027.67
Targeted Total	14 896.17
Other Total	293 580.51
Grand Total	3 543 007.90

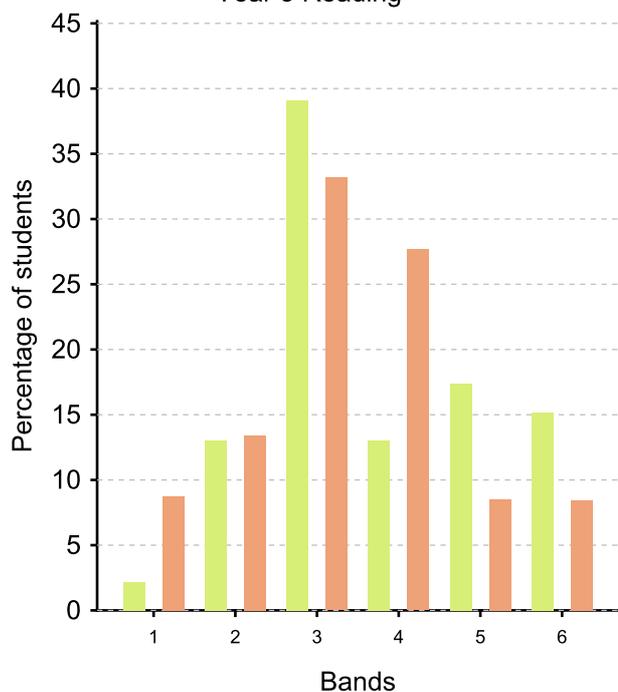
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:
Year 3 Reading**



Our Year 3 Reading results show that 33% of students attained the top two bands, compared with an average of 8% in the previous three years. This achievement can be attributed to the progressive focus on early intervention in reading across the previous years.

The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert *Granville East Public School* in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents expressed overwhelming satisfaction for our Learning Conversations that occur each semester: 95% of parents stated that they now understand what their child is learning; 84% understand their child's learning goals; and 93% now know how to help them at home. 93% of parents stated that our Learning Conversations process was very useful in connecting between home and school.

Parents were also consulted on what sorts of messages they would like to give to students at our

school. Their top responses were:

- Be brave;
- Work hard;
- Collaborate and communicate well;
- Never give up;
- Knowledge is power / education is a guiding light;
- Learn from your mistakes.

When students were surveyed on their thoughts about our school the strongest theme that emerged was one of cultural diversity. Students articulated that our school makes them feel they belong and that everyone (whether different or the same) is part of our school family. Students also commented on the strengths of Learning Conversations, with 89% of students K–6 reporting they felt happy with the conversation.

During the year teachers were asked their opinions of our school. When asked to list the strengths of our school, their top 3 responses were:

1. Culture of collaboration, collegiality and support;
2. Fabulous teachers – committed, knowledgeable, passionate, responsive; and
3. Professional Learning opportunities on offer.

Staff noted that the areas to focus on for 2017 are inconsistencies in the behaviour policy and smoother communication systems across the school.

Policy requirements

Aboriginal education

Aboriginal perspectives continued to be taught throughout learning programs across K–6. Classroom learning in 2016 gave students a deeper understanding of Aboriginal Australia through histories, languages and culture. Reading resources were purchased to support these programs, giving students a richer understanding.

Personalised Learning Plans have supported the educational outcomes for our Aboriginal and Torres Strait Islander students. The plans were developed and reviewed in three way conferences with class teachers, parents and students. Personalised Learning Plans ensured the success of students' learning and well-being and strengthened collaborative relationships.

Koori Club meets weekly and engages our Aboriginal and Torres Strait Islander students. This gives opportunities for students to come together, share stories and engage with traditional stories and art.

Students at our school recognise our traditional custodians and support an Acknowledgement of

Multicultural and anti-racism education

Granville East PS is a diverse, multicultural school which takes pride in its rich cultural diversity. 95% of students come from a language background other than English – representing more than 29 different linguistic groups; we have 7 Aboriginal students and 60% of all students are from an Arabic speaking background.

Our school is allocated two full-time Community Language teachers who teach Arabic through the PD/Health/PE curriculum area. In order to enhance multicultural education and keep our community informed about school events, important correspondence is translated into Arabic and an Arabic newsletter is produced twice a term.

Our school employs three full-time EAL/D teachers (English as an Additional Language or Dialect) who support newly arrived and EAL/D students. Students in all classes are provided with engaging oral, visual and hands-on activities to meet their needs in mainstream classes.

Multicultural education permeates all aspects of the curriculum. The school highlights special days such as Harmony Day, recognises and celebrates religious events and promotes an inclusive school community.

We have a trained anti-racism officer who deals with any racist issues that may occur. Our school engages full participation from parents and community members from diverse backgrounds.