

Granville East Public School

Annual Report

2017



5236

Introduction

The Annual Report for **2017** 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.

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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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our school is performing well on each of the three aspects: Learning, Teaching and Leading. An independent panel validated our assessment that we are Sustaining and Growing on each of the aspects – with clear excellence being shown on Collaborating and providing rigorous teaching and learning programs.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

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

1. Increase in opportunities for authentic student choice in learning
2. Student self-regulation is still a focus in classrooms;
3. Parents can identify growth and development in their child, based on clear and powerful learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 30% increase of students using self-regulation processes to achieve expected outcomes	Quality Teaching Successful Students 0.261 FTE staffing	<ul style="list-style-type: none">• 76% of classes have learning goals (teacher organises the learning goals in Kinder and Stage 1; student Choice is happening in Stage 2 and Stage 3• 77% of students K – 6 think Learning Conversations help them think about learning;• 73% of students K – 6 think LCs help them talk about learning;• 66% of students K – 6 think LCs help them plan next learning;
20% increase of student feedback reflecting ownership of challenging personalised learning goals	Equity \$100,000	<ul style="list-style-type: none">• 76% of classes have learning goals (teacher organises the learning goals in Kinder and Stage 1; student Choice is happening in Stage 2 and Stage 3• On average 53% of K–2 students and 97% of 3–6 students can articulate their learning goals;• Increase in flexible learning spaces from 2016(2) to 2017 (6);• Students have started to design own learning conversations;• 21% of students feel responsible for future learning (in creating their own Learning Conversations);• increase in students using self and peer assessment for learning;

Next Steps

In 2018 focus on: deepening the authentic learning opportunities for students across the school in all key learning areas; deepening student self-regulation in learning (especially monitoring of their learning goals); and increasing student authentic choice within aspect of their learning.

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

1. Increase in the range of teacher professional learning offered and participated in;
2. Increase in teaching practice (both more responsive programs and greater reflection);
3. Increased opportunities offered to students; and
4. Increase in teachers embracing opportunities to be life-long learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	Professional Learning Funds: \$40,000 Equity Funds: \$80,000	<ul style="list-style-type: none">• 100% teachers engaged in Growth and Peer Coaching in 2017;• Teaching staff use Formative Assessment strategies in classrooms;• PDP's incorporate whole school, team and personal goals linked to the GEPS Powerful Learning Framework, formative assessment and student-self regulation;• Increase in responsive programming from 0% to 25% (K-2) in 2017; K-6 class and reading support teachers using responsive programming for guided reading (planned or adjusted daily);• Increase in use of data at collaborative meetings ;• Increased opportunities for reflective practice through introduction of learning walks (2017);• 66% increase in teacher participation on K-2 Learning Centres blog• 100% of students in K-2 have opportunities to drive their own learning through Learning Centres (S1); inquiry projects and choice of literacy topics (S2 – 2017); Financial literacy and mini-fete (S3 – 2015–2017 incl.);• 93% of students (K-6) engaged in sharing their own learning through learning conversations in 2017. This has grown from approx. 90% in Semester 1 2016;• A number of opt-in PL opportunities have also been created. Some teachers have recently or are currently studying courses and degrees in education and other disciplines, while working at GEPS.

Next Steps

Continue to strengthen the opportunities for teachers to deepen their knowledge; reflect on their practice; and implement authentic learning opportunities for students.

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

Increased parent connectedness to the school.

Increased parent understanding about their child's learning.

Increases school performance on the School Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	Equity – \$20,000 Fair Education Grant – \$30,000	<ul style="list-style-type: none">• 70% increase from 2014 – 2017 on combined elements of <i>Learning, Teaching and Leading</i> on the School Excellence Framework;• Significant improvements in the area of Teaching: classroom practice and collaboration;• Kinder Transition 2017 showed increase parent participation and positive feedback;• Parent information workshops (2015, 2016) highlighted positive comments on a range of topics;• By 2017 average of 93% of families attended a Learning Conversation;• Increase in parents connected to the school via Dojo –55% in 2015 to 72% in 2017;• Staff rated increased connection with community as the top-rated success for our school in 2017;• Increase in opportunity and participation in whole school community building events;• By 2017, 91% parents knew how their child was going with learning; 96% knew the next step in their child's learning; and 99% reported that they knew how to help their child at home);• In 2017 Dojo used by teachers as a conversation starter, as opposed to just an information messaging service.

Next Steps

Continue to build and strengthen community connectedness through personalised learning opportunities (such as Learning Conversations). Expand and deepen this initiative.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,057	<p>Koori Club supported indigenous students to connect with each other and to engage with their community.</p> <p>Implementation of Personalised Learning Plans supported and monitored home–school progress.</p>
English language proficiency	\$19,494 (Flexible Funding)	<p>Increased employment of EAL/D staff meant that every classroom received support for students with additional language needs.</p> <p>Strengthened Specialist TEam enabled high quality advice and support to ensure students were successfully targeted, taught and monitored.</p>
Low level adjustment for disability	\$72,551 (Flexible Funding)	<p>Employment of 2 Student Learning Support Officers results in increased Individual Learning PLans for target students and increased targeted practice of skills for students.</p> <p>Every classroom received additional support for Guided Reading Groups, enabling every student to have instruction tailored to their development.</p>
Quality Teaching, Successful Students (QTSS)	0.261 FTE	<p>Change in teaching practice based on feedback from Team Leader. Funds used to release Leader to support and provide feedback, tailored to teacher need.</p>
Socio–economic background	\$327,613 (Flexible Funding)	<p>Increased teacher understanding in Writing – especially the impact of modelled teaching on student achievement. Assistant Principals were released from class to support teachers in classrooms with the process of writing.</p> <p>Teaching programs increased in responsiveness to student need; using data to drive teaching decisions.</p>
Targeted student support for refugees and new arrivals	\$1,365	<p>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 student assistance for uniform and participation in all excursions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	184	199	186	181
Girls	183	169	171	177

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	93.9	88.8	92.1
1	95.3	94.9	90.8	91.7
2	95.2	95.8	94.4	91.6
3	92.7	94.5	93.2	92.2
4	96.2	96	92	92.1
5	96.4	94.6	94.9	90.9
6	95.9	94	94.1	91.7
All Years	95.3	94.8	92.6	91.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our attendance data has declined in the last 2 years, due to the fact that absences for overseas trips are now included in this data. We have an increasing proportion of families who take their children out of school to visit relatives overseas, and miss, on average, 25 days of school.

Non-attendance is managed by individual teachers, Assistant Principals and our Attendance coordinator. Families are monitored, with Attendance Plans, as required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.95
Teacher of Reading Recovery	0.82
Learning & Support Teacher(s)	1.9
Teacher Librarian	0.8
Teacher of ESL	2.6
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	2

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017, Granville East PS had no Aboriginal staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

All staff participated in regular, planned and focused professional learning activities. Staff have been involved in team-based learning and whole staff learning. 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 \$3,500 per teacher;
- Number of teachers working towards accreditation at Proficient in 2017: 5
- Number of teachers achieved accreditation at

Proficient during 2017: 2

- Number of teachers maintaining accreditation at Proficient: 9
- Number of staff who participated in mandatory School Development Days: 94%.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	108,252
Revenue	3,927,836
Appropriation	3,862,443
Sale of Goods and Services	2,913
Grants and Contributions	59,862
Gain and Loss	0
Other Revenue	1,249
Investment Income	1,370
Expenses	-3,601,751
Recurrent Expenses	-3,601,751
Employee Related	-3,362,392
Operating Expenses	-239,360
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	326,085
Balance Carried Forward	434,336

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,365,599
Base Per Capita	54,559
Base Location	0
Other Base	2,311,040
Equity Total	931,585
Equity Aboriginal	4,057
Equity Socio economic	378,400
Equity Language	283,586
Equity Disability	265,542
Targeted Total	1,365
Other Total	499,325
Grand Total	3,797,873

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.

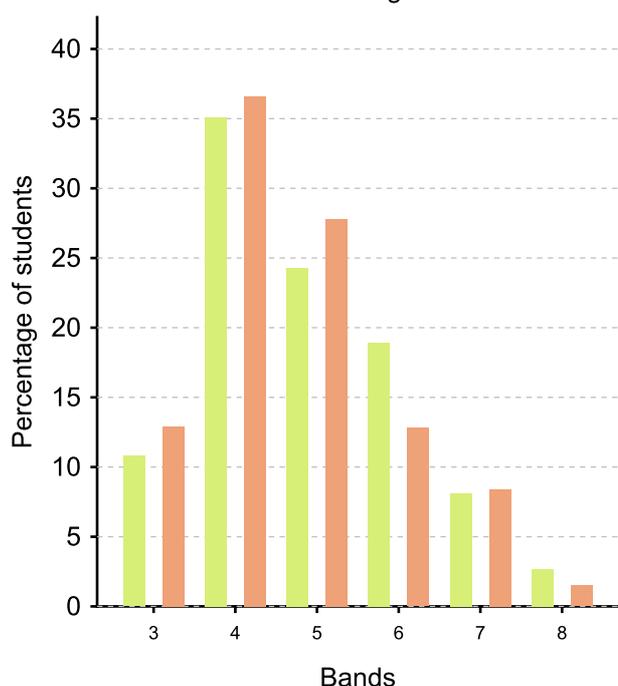
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 5 Reading**



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands:

- In 2017 an increase in students in Year 5 achieving the top 2 bands in Reading from 9% to 11%; in Numeracy from 5% to 8%.
- Only 1 Aboriginal student (out of 7) was eligible for NAPLAN this year (in Year 3 or 5) and was absent for the test.

Parent/caregiver, student, teacher satisfaction

In 2017 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. An average of 93% of families attended these half-hour conversations: 95% of parents stated that they now understand what their child is learning; 96% understand their child's next step in learning; and 99% 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.

When students were consulted they commented on the strengths of Learning Conversations, with 89% of students K–6 reporting they felt happy with the conversation. Students were also excited about the increased opportunities to broaden their learning. For example, in 2017:

- 4 students were involved in Cuberider – sending coded experiments to the International Space Station;
- 7 students spent a 4-day intensive at the Museum of Contemporary Art working on creating and appreciating art;
- students participated in the Sydney Story Factory – being journalists and increasing the impact of their writing;
- Kindy kids worked with an artist from the Sydney Theatre Company as part of a Drama Program;
- 14 Community Warriors made a video to win an Garden Grant;
- students from GEPS–Crews created furniture and toys for their Kindy buddies;
- Stage 2 students worked in the Buddy Ventures program with Kindy, as part of our KidsMatter social-emotional learning program;
- Students K–2 were exposed to a range of new and improved Learning Centres;
- 2 students represented our school in Canberra at a STEM conference;
- Stage 3 students created their own businesses and marketed their products at an expo; and
- Stage 3 students ran a successful mini-fete.

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. The increased sense of community at our school;
2. Inclusive and supportive practices; and
3. The innovation of the teaching and learning at GEPS.

Policy requirements

Aboriginal education

Aboriginal perspectives continued to be taught throughout learning programs across K–6. Classroom learning in 2017 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

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 Country at all school gatherings.

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 30 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.