

# Granville East Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

Louise Reynolds

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 350 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. 60% of students are from an Arabic speaking background. The school has been working on student self-regulation, increasing learning opportunities for students and building rich, inclusive home to school partnerships.

Granville East PS has 28 teaching staff (14 mainstream teachers and 14 specialists) and 6 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 professional learning, collegiality and sharing resources is supported by a range of small, teacher 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.

At Granville East Public School we are Sustaining and Growing on the majority of elements – with particular strengths in Learning Culture, Teacher Development and Educational Leadership.

Our self-assessment 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

Empower students to be successful, self-regulating learners

### Purpose

Student agency is critical for success – students need to be empowered to be deep and creative thinkers: learners who are self-regulated, self-directed, confident and successful participants in their community.

At GEPS, tailored teaching and learning program empower students to realise their dreams.

### Overall summary of progress

Students at Granville East are able to articulate what they are learning and why that learning matters. An increase in student self-awareness about their learning has been evident across our school. Students from Kindergarten have been sharing their learning journey with their parents at our 3-way Learning Conversations. Here, students can talk about their achievements in reading or writing and the next steps they need to take to be ever more successful learners.

Students have made expected growth in reading and writing across the year, with a greater sense of the process of crafting texts and responding to an audience.

### 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"><li>• Increase in student articulation of what they are learning and why;</li><li>• Increase student co-creation of learning experiences;</li><li>• increase in students using self-regulation processes in learning to achieve outcomes;</li><li>• increase student independence in authentic learning.</li></ul>	English language proficiency (\$1500.00)	<ul style="list-style-type: none"><li>• Analysis of all data and Findings shared with school community</li><li>• students are more able to articulate what they are learning and why that learning matters</li><li>• co-design of curriculum occurring in 3 classrooms</li></ul>

### Next Steps

In 2019 we will continue our work on student agency and move into student self-direction in mathematics. We hope to gather student perception and achievement data in order to fine-tune our targets for 2019.

## Strategic Direction 2

Explore authentic learning experiences

### Purpose

Teachers at Granville East are leading learners who enable students to explore their world. They design authentic learning experiences; think deeply about their learners; and teach with intention.

All staff are engaged in continuous improvement – building their capacity to provide authentic learning that has a deep and lasting impact on students.

### Overall summary of progress

During 2018 we have providing students with an increased range of authentic learning opportunities. From working at the Museum of Contemporary Art; supporting seniors at the local nursing home; to developing a K–2 Newsletter to send home, students at Granville East are active learners inside and outside of the classroom walls.

Teachers have explicitly programmed for learning experiences that deepen student thinking and enable students to inquire, grapple and wonder. We have been encouraged by the learning students have made in Learning Centres and our Stage 3 Inquiry based unit of work.

### 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"><li>• Increase in authentic learning opportunities that deepen student thinking;</li><li>• increase in students co-creating learning experiences;</li><li>• Increase in students ability to articulate their learning and why it is important.</li></ul>	English language proficiency (\$2000.00)	<ul style="list-style-type: none"><li>• All staff had a professional goal about authentic learning;</li><li>• Staff sharing documented on our school website;</li><li>• increased range of opportunities provided to students.</li></ul>

### Next Steps

Authentic learning to challenge student thinking will always be a priority at Granville East. We believe that learning needs to be grounded in deep conceptual understandings as well as reflect the lives and worlds of our young students. We will continue to be explicit and strategic in our approach and to measure impact using student work.

## Strategic Direction 3

Engage our community in deep connections

### Purpose

We actively build belonging, inclusivity and connectedness.

The following guiding principles underpin this strategic direction:

- Belonging is fundamental to the wellbeing of our students, staff and community.
- Differences and experiences are what makes us unique and should be recognised and respected.
- The school community is accountable for creating lifelong learners and we recognise and celebrate successes big and small.
- Our community has the right to access quality education through authentic opportunities and purposeful conversations at school.
- Authentic links and connections between home and school help us to understand “our” story and deepen our learning.

### Overall summary of progress

In 2018 we had record numbers of parents attending our Learning Conversations. By the end of the year we were averaging 96% of families sitting for half and hour with their child and the teacher discussing learning. Many students presented to their parents. Many parents were surprised by the confidence and competence of their children in this setting.

We have also encouraged families into classrooms through our Come and Play days and our community events. We believe communication is the key and we have worked on our belonging and recognition work to achieve this.

### 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"><li>• Student voice visibly directs teaching and learning;</li><li>• Students actively prepare for and lead Learning Conversations with their teacher and parents;</li><li>• Staff use online platforms and Learning Conversations to engage student and parent voice;</li><li>• Parents are known by staff and leaders;</li><li>• Parents contribute to conversations (in person and online) to deepend their understanding of their child's learning journey.</li><li>•</li></ul>	Socio-economic background (\$1500.00)	<ul style="list-style-type: none"><li>• Increase in families attending Learning Conversations (from 93% to 96%);</li><li>• significant increase in students leading their Learning Conversations (from 2 classes to 5 classes);</li><li>• 3 Kindergarten classes supported their students to share their Learning Jourey with parents;</li><li>• increased engagement via online communication.</li></ul>

### Next Steps

In 2019 we will continue to strengthen community connectedness and build deep understandings around learning. We intend to offer a broader range of opportunities to learn with your child and to engage in classrooms across our school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• \$4,913</li> <li>• (\$0.00)</li> </ul>	<p>100% families attending Learning Conversations.</p> <p>Koori Club supported indigenous students to connect with each other and to engage with their community.</p> <p>Implementation of SMART goals for every Aboriginal student.</p>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• \$37,287</li> <li>• English language proficiency (\$3 500.00)</li> </ul>	<p>Increase in students achieving Proficiency (top 2 bands) in NAPLAN from 14% 2017 to 20% 2018.</p> <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>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• \$66,194</li> </ul>	<p>Employment of a Student Learning Support Officer resulted 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>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• 0.607 FTE</li> </ul>	<p>Change in teaching practice based on feedback from Team Leader. Funds used to release Leader to work shoulder-to-shoulder with teachers at their point of need.</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• 364,863</li> </ul>	<p>Increased teacher understanding in Writing –especially the impact of modelled teaching on student achievement.</p> <p>Increased student achievement in Reading and writing.</p> <p>3 Assistant Principals were released from class to support teachers in classrooms with the process of writing. Teaching programs increased in responsiveness to student need; using data to drive teaching decisions.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	199	186	181	181
Girls	169	171	177	173

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	88.8	92.1	92.3
1	94.9	90.8	91.7	95.9
2	95.8	94.4	91.6	95.2
3	94.5	93.2	92.2	94.6
4	96	92	92.1	95.6
5	94.6	94.9	90.9	93.8
6	94	94.1	91.7	90.3
All Years	94.8	92.6	91.8	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

At Granville East Public School our overall attendance rate is higher than state average.

We view attendance as an important factor in academic and social achievement and deal with non-attendance in a number of ways:

- communication home via talk, texts, letters;
- liaison with the Home School Liaison Officer;
- meetings with teachers regarding support structures for families to increase attendance;
- meetings with families to develop attendance plans and supports.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.3
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	2.8
School Administration and Support Staff	2.92
Other Positions	2

\*Full Time Equivalent

No staff at Granville East Public School this year identify as Aboriginal.

### 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	15

### Professional learning and teacher accreditation

Professional Learning is a significant strategy to achieving our school vision and student results.

Every staff member is provided professional learning as individuals, as teams, as committees and as a whole staff. Professional Learning is ongoing and teachers are released from class to engage in deep learning in the area of literacy and numeracy.

Many teachers at Granville East have worked towards their accreditation requirements over the years. This year, we had 2 staff achieve accreditation at Proficient Teacher level.

## Financial information

### Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	434,336
<b>Revenue</b>	4,172,842
Appropriation	4,104,759
Sale of Goods and Services	1,832
Grants and Contributions	64,047
Gain and Loss	0
Other Revenue	500
Investment Income	1,704
<b>Expenses</b>	-3,695,284
Recurrent Expenses	-3,695,284
Employee Related	-3,419,376
Operating Expenses	-275,908
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	477,558
<b>Balance Carried Forward</b>	911,894

At Granville East Public School our financial management processes and governance structures run through the school executive (including the Admin Manager). Decisions regarding financial priorities are based on the school plan and resources are allocated accordingly.

Underspending in 2018 was due to limitations in acquiring staff to fill positions. Funds carried forward will be allocated to technology resources.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,481,748
Base Per Capita	69,226
Base Location	0
Other Base	2,412,522
<b>Equity Total</b>	944,588
Equity Aboriginal	4,913
Equity Socio economic	398,919
Equity Language	328,803
Equity Disability	211,952
<b>Targeted Total</b>	1,916
<b>Other Total</b>	540,286
<b>Grand Total</b>	3,968,537

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

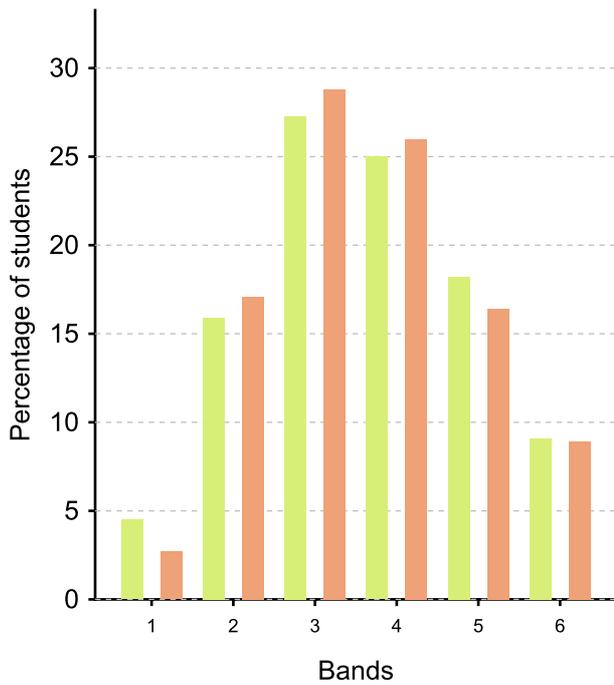
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

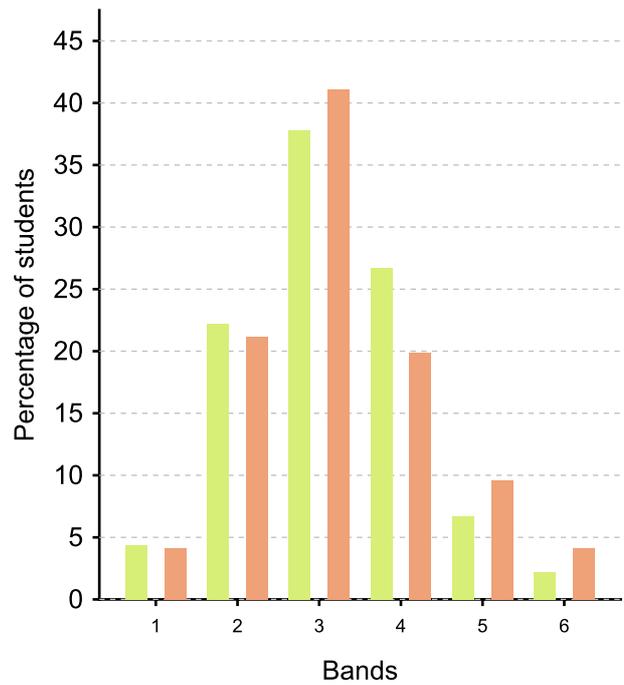
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 we achieved an increased number of students achieving in the top 2 bands in Reading. The graphs show that 27% of Year 3 students and 32% of Year 5 students achieved in those top 2 bands. This is an increase from an average of 14% for 2017.

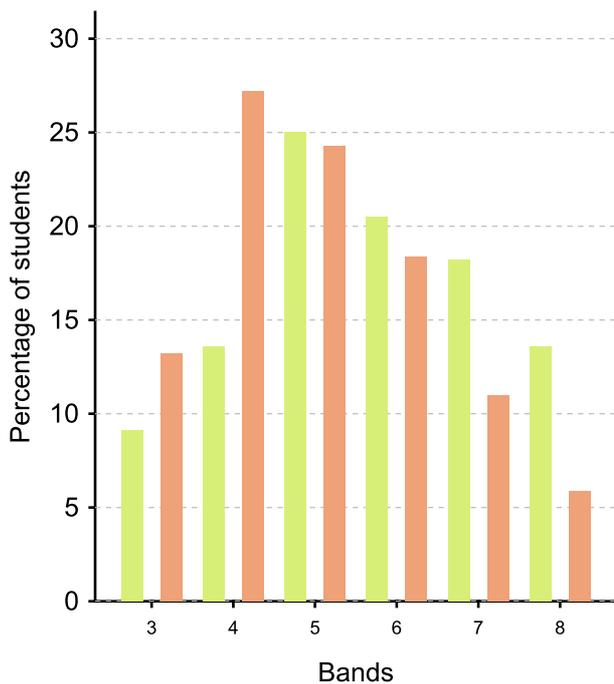
**Percentage in bands:**  
Year 3 Reading



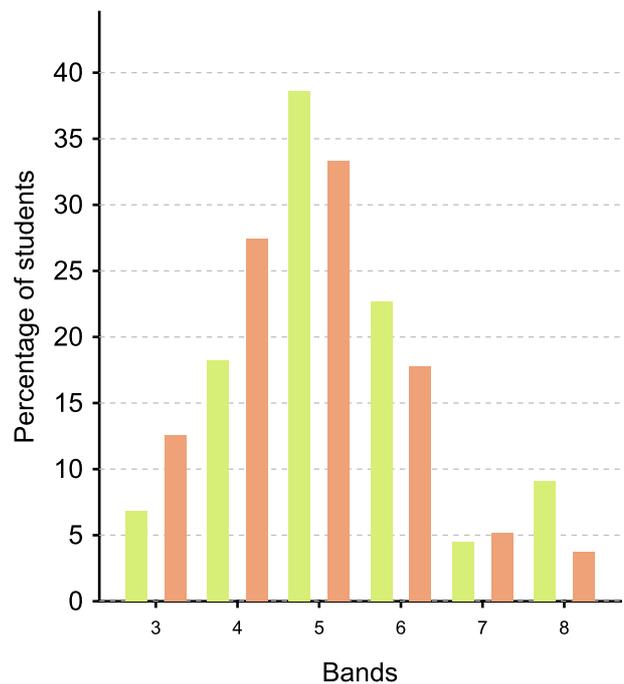
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Numeracy



More students in Year 5 achieved the top band in numeracy than the past 3 years.

Numeracy will be a focus for the school in 2019.

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.>

The Premier's Priorities to increase outcomes for students in the top 2 bands:

- in Reading 27% of Year 3 students and 32% of Year 5 students achieved in the top 2 bands. This is an increase from an average of 14% for 2017.

The Premier's Priorities to increase outcomes for Aboriginal students:

- 2 Aboriginal students sat NAPLAN this year in Year 5 – both students performed 38 points higher than state average in reading.

## Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and teachers about the school.

Parents expressed overwhelming satisfaction with our Learning Conversations that occur each semester. An average of 96% of families attended these half-hour conversations and most parents left stating that they better understand how to support their child at home. Parents also welcomed the increase in community events to share and celebrate together.

Students commented that they believed GEPS was their school and they were proud of it. Most students across K–6 indicated that they could name 2 adults in the school that believed they would be a success in life – and gave various explanations as to what those adults did to give them such a belief. Students also reported that they were satisfied with the learning and teaching happening in their classrooms.

Staff expressed satisfaction in the training and support provided by the school. 85% of staff indicated that the in-house professional learning was having a significant impact on their theory as well as practice. Many staff also noted the range of learning offered – happy with the targeted and personalised approach.

## Policy requirements

### Aboriginal education

Aboriginal perspectives continued to be taught throughout learning programs in a really strategic and considered way. Classroom learning in 2018 gave students a deeper understanding of Aboriginal Australia through histories, languages, art and culture. Reading resources were purchased to support these programs, giving students a richer understanding.

Individualised tracking and monitoring of the outcomes for our Aboriginal and Torres Strait Islander students has meant that the 2 students who sat NAPLAN gained a reading average 38 points higher than state. Koori Club meets weekly and enables our Aboriginal students to come together, share stories and engage with heritage, 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 25 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 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.