Granville Public School

2019 Annual Report

2064

Introduction

The Annual Report for 2019 is provided to the community of Granville 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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9637 1083

Message from the principal

Mar – hab – an be–jame (marhabaan bialjamie)

Da – zya how (Dajia hao)

Kumusta sa lahat

Sa – be nam – skar (sabhee ko namaskar)

Halo sa – mun ya (halo semuanya)

Kia ora koutou katoa

So – a – di tuk corn (Swasdi thuk khn)

Warami mittiga gurum

GRANVILLE PUBLIS SCHOOL is a place of INNOVATION; and, this is due to the commitment of staff, parents, students, and the broader community coming together to work as one.

As such, our GREAT SCHOOL, was recognised as being one of the TOP FIVE (5) Public Primary Schools across AUSTRALIA for its innovative programs for COMMUNITY ENGAGEMENT and TRANSITION from PRESCHOOL to KINDERGARTEN. In addition to this I was recognised as one of the Who's Who in Education, an honour that belongs to everyone involved in what happens in our school community.

At the end of 2018, we were asked if we would expand our Support Unit Program from five (5) to seven (7) classes; as we are, seen as, the school with BEST PRACTICE in this area an, as such are considered a Lighthouse School for other schools in the Greater Sydney Area.

In addition to this, we have seen the implementation of our Quality Teaching Successful Students (QTSS) program; where Mr. Milligan and Mrs. Stanger worked side by side our class teachers to improve the writing skills of our students but, to also help our teachers with their practice in teaching writing; this was linked to our strategic targets of:

1. Target 1 – students will be lifelong learners who think critically and creatively
2. Target 2 – quality teachers and leaders will innovate and differentiate to inspire our learners

The year also saw the development and implementation of the PLAY BASED program throughout Early Stage One (Kindergarten) and Stage One (Grades One & Two); this being an extension of our P2K transition program – which was recognised one of the Innovative Education Programs in 2018–19.

These were supported through our teachers implementing project–based learning in stage three, in conjunction with

Western Sydney University and Transport NSW, with regards to the light rail project for Parramatta.

We have also improved our links with other schools in our area … Granville Boys', Auburn Girls', Rosehill PS, and Delaney College; this was further enhanced through the development of the Parramatta and Cumberland Local Government Learning Alliance – an alliance that sees all schools in these two local government areas meet to share BEST PRACTICES in educational practices.

These were but a few of our highlights for 2019 and, I am sure you must be tired just hearing about the things that your children and their teachers do?

Now, looking forward to 2020, we will see …

- Community Hub official Opening
- Expansion of our QTSS program in the Primary Grades, in the area Mathematics, where Miss Mixon will be working alongside all primary grade teachers to help with the delivery of quality teaching and best practice in Math.
- The continued development of our Release from Face to Face Teaching Program with the continuation of Music, PE and, Visual Arts
- And, also

- Sport
- After school programs
- Our Spectacular
- To name but a few

School background

School vision statement

Granville Public School aims to be a community of life–long learners who can contribute to the ongoing development of our society.

We believe that our students need to be respectful, resilient, reflective, socially competent and creative citizens who can think critically, work collaboratively and communicate effectively.

To achieve this we commit to:

providing a happy, safe and supportive environment where diversity is valued;

delivering a relevant and challenging curriculum that aims to develop the whole child;

encouraging students to be active participants in their own learning; and

a philosophy of continuous improvement based on collaboration between staff, students and parents.

School context

Granville Public School has a population of 620 students who come from more than forty different cultural backgrounds. 94% of students are from a language background other than English. The school currently has nineteen mainstream classes, four special education support classes, and a preschool.

In 2019, 50% of class teachers were in their first five years of teaching.

Granville Public School provides a safe and happy learning environment where providing equitable access to learning and excellence for all students is highly valued. Quality teaching and learning with a focus on literacy and numeracy is a high priority for the school. This combined with student engagement and attainment, and leadership and management, have been focus areas for improvement throughout 2015–2017.

Granville Public School is an Early Action for Success School, and this was a major focus throughout the 2015 –2017 Strategic Management Plan and, will continue to be so in the 2018–2022 School Strategic Management Plan.

The NSW School Family Occupation and Employment Index (FOEI) for 2018 was a value of 119, compared with the NSW average of 100.

Our parents have high expectations and aspirations for their children. Community and parental support for the school are strong. The Parent and Citizens Association (P&C) lead to support for the schools through the running of the school uniform shop, with profits being returned to the school for educational learning programs.

Our staff is committed to continuous improvement, professional reflection, and learning facilitated through a negotiated and resource professional learning plan. Classroom programs are planned and evaluated to reflect future–focused learning skills, school priorities, and differentiated learning for students.

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 school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Strategic Target 1 Students will be lifelong learners who think critically and creatively.

Purpose

Students will develop their higher order thinking skills by engaging in challenging activities involving technology and future focussed learning experiences. Learning environments and engaging learning opportunities will allow students to explore concepts of generating and evaluating knowledge, clarifying concepts, seeking possibilities and solving problems in ways that draw upon a range of learning areas and disciplines. this will improve student literacy and numeracy achievements across all key learning areas.

Improvement Measures

100% of teaching staff will attend school–based STEM professional learning.

100% of teaching staff will attend school based CCT professional development.

100% of Stage 2 staff will have STEM embedded in their teaching and learning program.

Increase in classes K–6 experimenting with coding.

100% of staff will demonstrate, through their class Teaching & Learning Program, embedded ICT and CCT.

Progress towards achieving improvement measures

Process 1:   ICT

Staff to embed ICT into Quality Teaching/Learning programs, building student capacity to be self–directed independent learners who use ICT discriminately and ethically.

Critical and Creative Thinking (CCT)

Staff provided with professional development in delivering teaching and learning programs that incorporate critical and creative thinking.Staff will develop an understanding of elements of CCT including; reflecting on thought processes, inquiring and identifying ideas, analysing and synthesising,generating ideas and possibilities. These will be embedded across all key learning areas to support higher order thinking. They will also be reflected in assessments through open ended tasks.

STEM

Staff to embed STEM into their teaching and learning programs after engaging in professional learning and mentoring from external consultants. Students to participate in STEM related programs and competitions.

Project Based Learning (PBL)

Staff provided with professional development in developing and delivering teaching and learning programs that is PBL. Staff will develop an understanding of elements of PBL including; reflecting on thought processes, inquiring and identifying ideas, analysing and synthesising, generating ideas and possibilities. They will also embed CCT and STEM.

Formative Assessment

Staff will actively engage in professional learning. Formative Assessment will be embedded in teaching and learning programs and observed lessons.

Evaluation	Funds Expended (Resources)
100% of students exposed to Creative and Critical (CCT) activities at least once a week.	Staff Training & Development, as part of the Professional Learning

Progress towards achieving improvement measures	
100% of Stage 2 science programs embedded STEM project.

All Kindergarten classes continued to experiment with coding programs and activities.

100% of staff engaged with professional learning around STEM and Creative and Critical Thinking

Computer on wheels C.O.W purchased for K–6 use.

CCT activities planned, delivered and explicitly identified in all a class teaching programs.

Whole school Visible thinking routine Matrix created and on–going (2020).

Stage 2 and Stage 3 engaged in STEM showcases.

3D printers and OZOBOTS purchased.

Sucessful transition of students from P2K class, to kindergarten.

Streamlined and defined enrolment process for students in P2K. | Expenditure. |

Strategic Direction 2

Strategic Target 2 Quality teachers and leaders will innovate and differentiate to inspire our learners.

Purpose

To enrich teacher's professional practices through quality, research based, data driven professional learning which is reflective of the staffs and leader's needs.

To Enhance the capabilities and capacities of teaching staff to deliver and lead high quality, inclusive, differentiated and innovative learning programs and provide quality and explicit feedback.

to build and enrich the leadership and problem solving capabilities of staff in an innovative learning culture of collaboration, reflection and improvement.

Improvement Measures

100%of staff will participate in differentiated professional learning experiences and in one or more external professional learning opportunities that directly relate to PDP goals.

100%of teachers regularly analyse and reflect on student performance data to improve pedagogy.

100%of aspiring leaders take on one or more executive roles/duties per term.

100%of new, and, returning staff will engage in the induction program and complete within the first year of returning to work or employment.

Progress towards achieving improvement measures

Process 1: Distribute roles and responsibilities and leadership opportunities to staff of all career phases and in various position across the school.

Create grade leaders to work collaboratively with APs focusing on Literacy and Numeracy. This includes the refinement of EAfS initiatives.

Learning and Support and Executive teams to collaboratively monitor and review professional development needs of teachers to cater for students with special or additional learning needs.

Build a culture of high performance through differentiated professional learning options. Structures include collaboration between Instructional Leaders, AP's and grade leaders with all staff through professional discussions, collaborative planning sessions, observation and provision of feedback to drive improvement.

Strategically support all (including executives) through mentorship, induction and accreditation as a Beginning teacher, Early Career Teachers, newly appointed teachers or experienced teachers including pre 2004 staff.

Evaluation	Funds Expended (Resources)
Early Action for Success Termly Literacy and Numeracy data discussion days held where all teachers were engaged in continuous spirals of inquiry into best practice in Literacy and Numeracy through collaborative professional discussions. Stage teams created stage–specific goals and developed plans to achieve these goals through the identification of common quality practices. Two–Stage 1 classroom teachers successfully completed their 2nd year of L3 professional Learning. An additional classroom teacher completed her first year of L3 training in the 2nd semester of the year. 62% Early Stage 1 students achieved the school reading benchmark using predictable texts of Level 6 and above.	Professional Learning funds $ 44,946 Literacy & Numeracy, and EAfS Funds $ 359,717 QTSS $ 121,123

Progress towards achieving improvement measures

Stage 1 Writing interventions were also implemented in the form of student focus groups targeting students who were identified as just below grade benchmark. By the end of the semester 100% of the students involved in the withdrawal group achieved the learning goal and were able to confidently and independently write a simple sentence with an adjective that made sense.

Early Stage 1 Phonics: Interventions provided targeted phonemic awareness and phonic interventions with Early Stage 1 students that were identified as 'at risk'. 80% achieving their personalised learning goal, which included letter/sound correspondence, sight word, and CVC reading.

Early Stage 1 Whole Number: Interventions provided targeted whole number interventions with Early Stage 1 students that were identified as 'at risk'. 85% achieved their personalised learning goal, which included oral counting forwards and backward subitising and number Identification.

Data–informed, differentiated, and personalised learning experiences were documented in all teaching and learning programs.

All PDPs demonstrate reflective teaching practice, linked to the APST & SEF, evidenced by improved student learning data. Reflection was documented in teaching and learning programs, PDPs, and team meeting minutes.

Staff participated in TEACHMEET with Rosehill PS to develop meaningful links with local primary schools to share expertise.

Aspiring leaders developed leadership skills through leading whole school programs and or initiatives.

100% of all new staff attended the induction program.

QTSS mentors assisted and mentored all staff K–6 in English and Mathematics.

Staff participated in Quality Teaching Rounds, which identified a focus area in line with the school plan, conducted class observations, and presented findings and future directions to the executive and whole staff.

Strategic Direction 3

Strategic Target 3 Our school community will be inclusive, informed and engaged.

Purpose

To enrich and sustain an inclusive and respectful collaborative partnership with students, staff, parents and the wider community. All members have a shared vision and are well informed, thus empowering an innovative and positive learning culture.

Improvement Measures

Progressively increase parent attendance and community involvement at school events.

Increase in subscribers to social media platforms.

Maintain and increase partnerships with all stakeholders and community networks.

Increase in positive feedback from community members regarding school events.

Progress towards achieving improvement measures

Process 1: Programs are developed to provide staff, students and parents opportunities to promote positive and productive relationships.

Build parent awareness and understanding of innovative pedagogy and new curriculum with parent community, through workshops and increase school participation.

Strong relationship with the Community Hub based at GPS by providing our parents and wider communities with opportunities to participate in meaningful and purposeful programs which are developed and implemented in response to the needs of the community to further develop their skills. (e.g.zumba, barista course, playgroup, homework club etc)

Community Liaison Officer accesses community expertise to implement information sessions, learning opportunities and support for the students, parent/carer community on the school site.

Evaluation	Funds Expended (Resources)
Increase in community celebrations (e.g. addition of Moon festival) which has resulted in a greater community attendance Increase in parent engagement through social media, including Schoolzine app and Facebook. Community Hub continued to hold successful programs such as Sit and Sip, Play Group, English classes and conversation classes. In semester 2, 8 parents enrolled in the PaTCH program. The volunteer program was led by 2 interventionists in which they provided learning sessions for parents to develop their knowledge, skills and confidence to support their children's learning at home and in school. 14 Stage 2 students and two teachers participated in the highly successful program Numeracy Buddies. The program led by Ardoch, a children's education charity, matched Sage Software workplace volunteers (Big Buddies) with Granville students (Little Buddies) who exchanged math blogs and had a workplace visit. The program helped encourage students to improve their numeracy, provided them with meaningful and positive interactions with working role models and facilitated community connectedness with various outside stakeholders. Two academic partnerships were formed and funded under the EAfS initiative. These included a Literacy Oral Writing project with Joanne Ross	$ 150,000 for Community Hub Building $ 20,000 Community Hubs Australia Programme (school contribution) $ 20,000 P&C Grant for Community Hub refurbishment $ 5,000 for Community Functions & parent/community engagement $ 3,000 for Transport

Progress towards achieving improvement measures	
Bridge and Numeracy Project with Professor Di Siemon. Both projects provided informative and extensive professional learning to help plan for whole school change in Literacy and Numeracy practice.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2,496	100% of Aboriginal and Torres Strait Islander students had personalised learning plans (PLPs) developed in consultation with the students, class teacher, and parent/carer.
English language proficiency	$373,112	All students with English as additional language/dialect are monitored with individual goals. Specialist EAL/D staff are employed to work with students and teachers and have a consultative capacity across the school. A whole–school audit was conducted of EAL/D data.
Low level adjustment for disability	$348,663	• Formation of a Preschool to Kindergarten (P2K)Transition Programme (2 year programme for students commencing school at 4 to 4.5 years of age). • employment of SLSO for the P2K Programme • employment of an additional 2 SLSO's to support the Learning & Support Programme • employment of 2 teachers (0.8 x 2) to support the transition of the EAfS programme into Stages 2 and 3.
Quality Teaching, Successful Students (QTSS)	$121,123	QTSS funding was built into the Assistant Principal (AP's) Executive Release allocation each week, for the four mainstream AP's. AP's used this time allocation to: * Observe team members teach; * Demonstration lessons in Key Learning Areas; and * Release team members to go and observe Best Practices in colleague's classes.
Socio–economic background	$299,007	Community relationship/partnerships were developed through projects such as: * Parent English as a Second Language Program; *engagement in the Community Hubs Australia Programme; * Parents Excursions and workshops; and * Engagement of Speech Pathologist to work with Preschool, Early Stage 1, and, Stage 1 two days per week.
Support for beginning teachers	$66,658	All beginning teachers receive additional support in the first three years of their careers. Beginning teachers are provided with access to additional support, professional development, and mentoring time with their supervisors. Beginning teachers all have individual Professional Learning Plans with clear goals, clear lines of support, and clear accountability measures.
Targeted student support for refugees and new arrivals	$14 859 targeted refugees	Refugee and newly arrived students in Stage two and Stage three were immediately

Targeted student support for refugees and new arrivals	$94870 for New arrivals $120,000 for additional New Arrivals SLSO support $105,240 Community Detention funding	enrolled in the Language Enrichment class throughout the year. The transitioning of the students into the mainstream commenced in term three as the areas of the Englishlanguage and social skills developed to a level that would assist them in the day to day functions of school life. Newly arrived students from Early–stage one to stage one received New Arrivals support from the EALteacher in a withdrawal format on a daily basis. Whilst, newly arrived students, in stages 2 and 3, are placed in a multi–aged class for intensive language development, until their English is at the level of competency where they will be able to participate in all Key Learning Areas, with minimum additional support. At this point, they are integrated into the correct mainstream class, with SLSO or ESL teacher support where required. Funding for this programme was also supported with additional funds from the students in community detention, held detention, or released into the community on aBridging Visa E.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	299	300	312	314
Girls	270	268	260	258

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92.4	92.5	88.8	90.9
1	90.5	92.2	91.4	86.6
2	91.6	93.6	92.5	92.3
3	93.6	92.5	92.4	90.9
4	92.8	91.6	90.5	90.3
5	93.9	91.6	91.4	90
6	92.1	92.5	92.6	90.4
All Years	92.4	92.4	91.2	90.2
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.82
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	2
School Administration and Support Staff	12.26
Other Positions	1.4

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	1,009,917
Revenue	7,986,902
Appropriation	7,721,472
Sale of Goods and Services	8,179
Grants and contributions	248,378
Investment income	6,048
Other revenue	2,825
Expenses	-8,071,419
Employee related	-7,113,887
Operating expenses	-957,532
Surplus / deficit for the year	-84,517

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	1,419,460
Equity Total	1,023,278
Equity - Aboriginal	2,496
Equity - Socio-economic	299,007
Equity - Language	373,112
Equity - Disability	348,663
Base Total	3,799,481
Base - Per Capita	146,245
Base - Location	0
Base - Other	3,653,236
Other Total	1,284,226
Grand Total	7,526,445

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
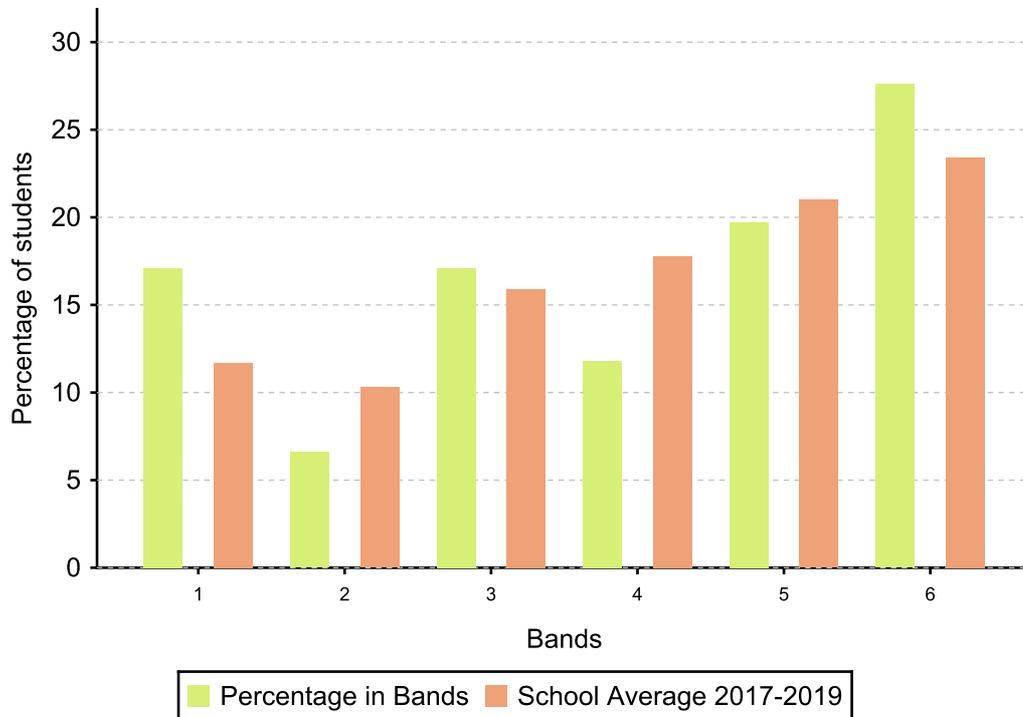
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
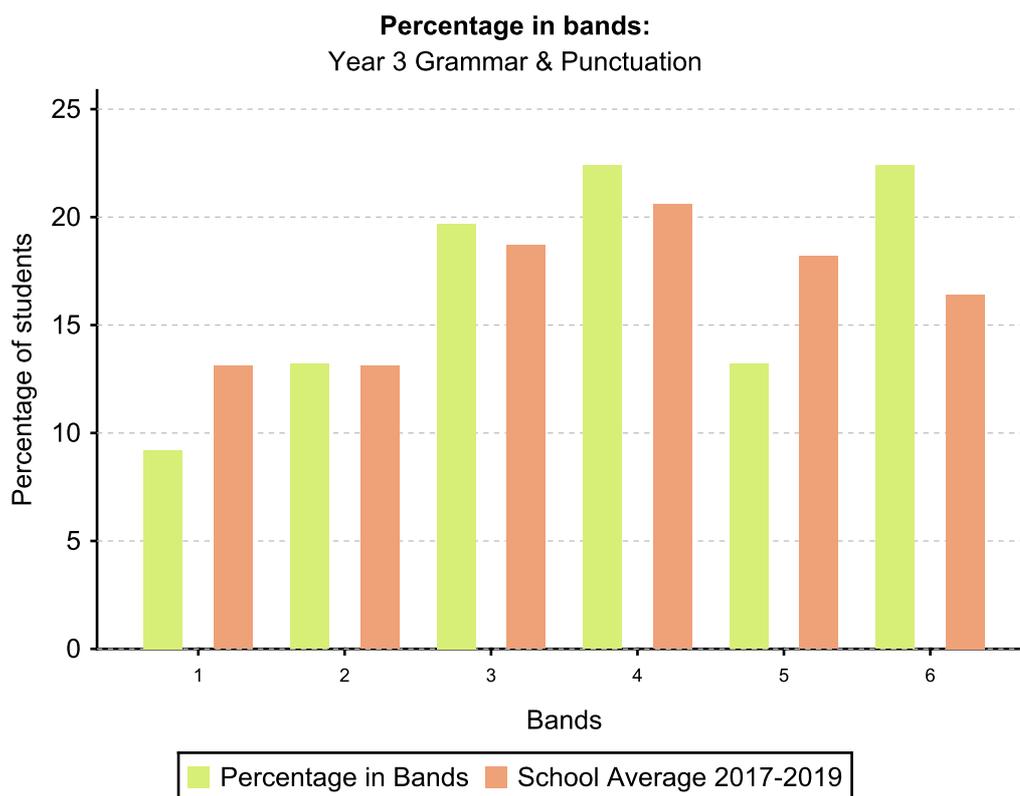
Band	1	2	3	4	5	6
Percentage of students	9.2	13.2	19.7	22.4	13.2	22.4
School avg 2017-2019	13.1	13.1	18.7	20.6	18.2	16.4

Percentage in bands:
Year 3 Reading
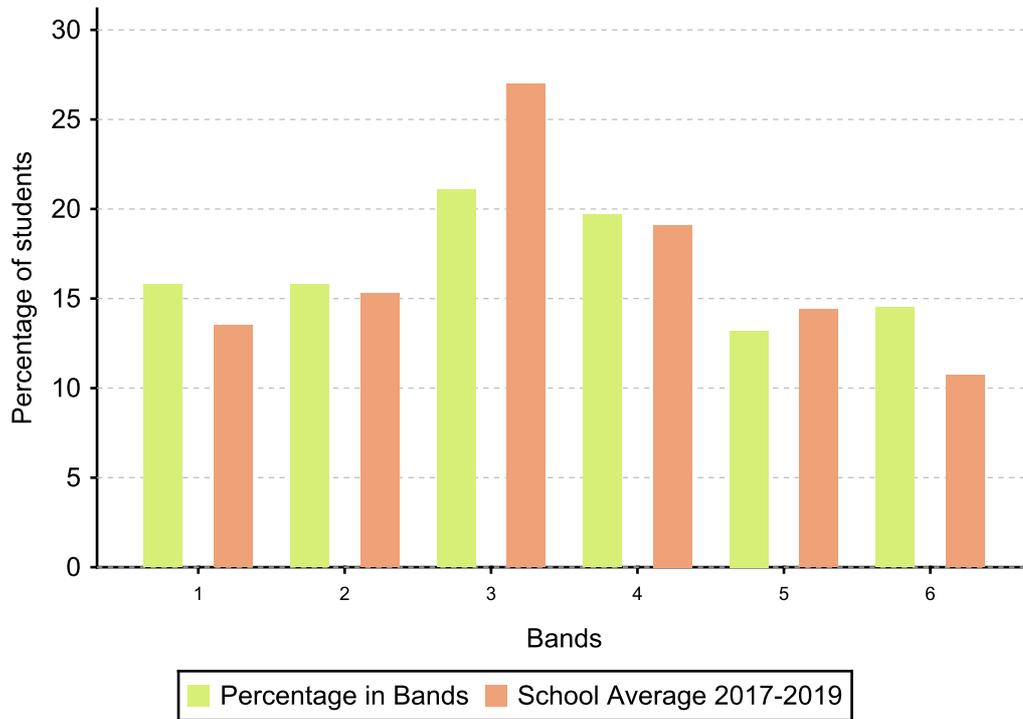
Band	1	2	3	4	5	6
Percentage of students	15.8	15.8	21.1	19.7	13.2	14.5
School avg 2017-2019	13.5	15.3	27	19.1	14.4	10.7

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	17.1	6.6	17.1	11.8	19.7	27.6
School avg 2017-2019	11.7	10.3	15.9	17.8	21	23.4

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Percentage in bands:
Year 3 Writing
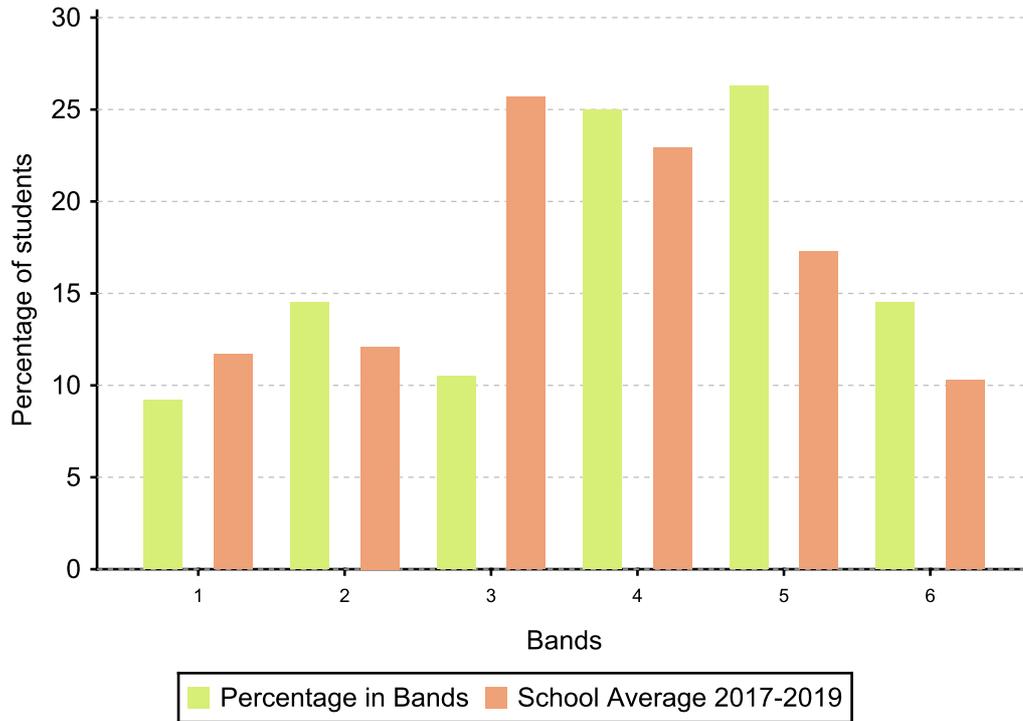
Band	1	2	3	4	5	6
Percentage of students	9.2	14.5	10.5	25.0	26.3	14.5
School avg 2017-2019	11.7	12.1	25.7	22.9	17.3	10.3

Percentage in bands:
Year 5 Grammar & Punctuation
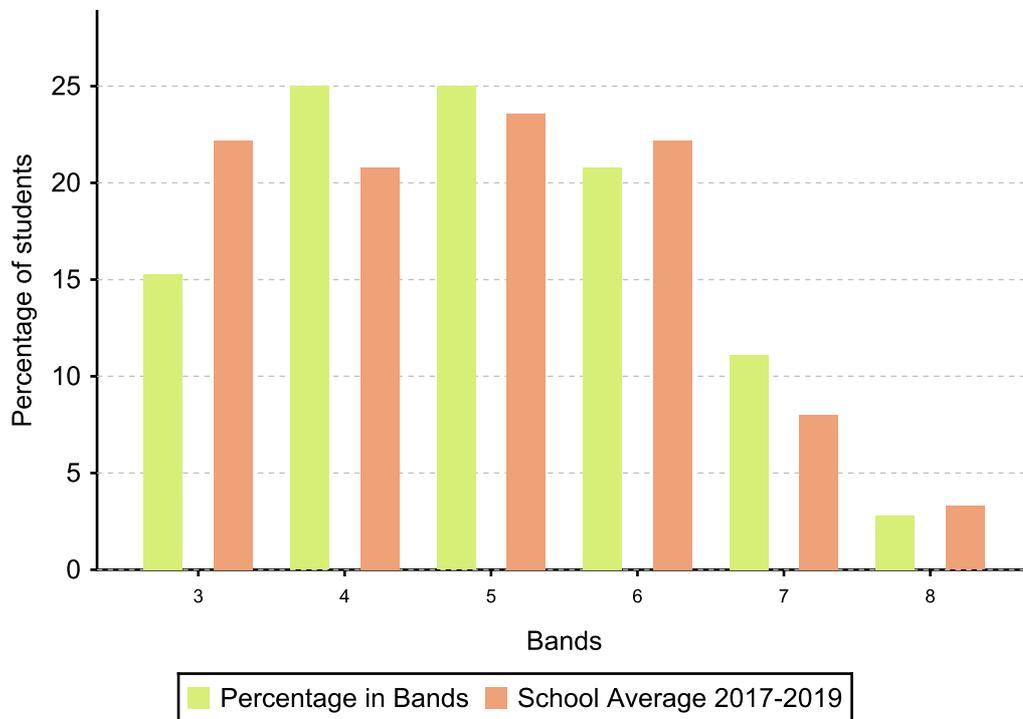
Band	3	4	5	6	7	8
Percentage of students	15.3	25.0	25.0	20.8	11.1	2.8
School avg 2017-2019	22.2	20.8	23.6	22.2	8	3.3

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Percentage in bands:
Year 5 Reading
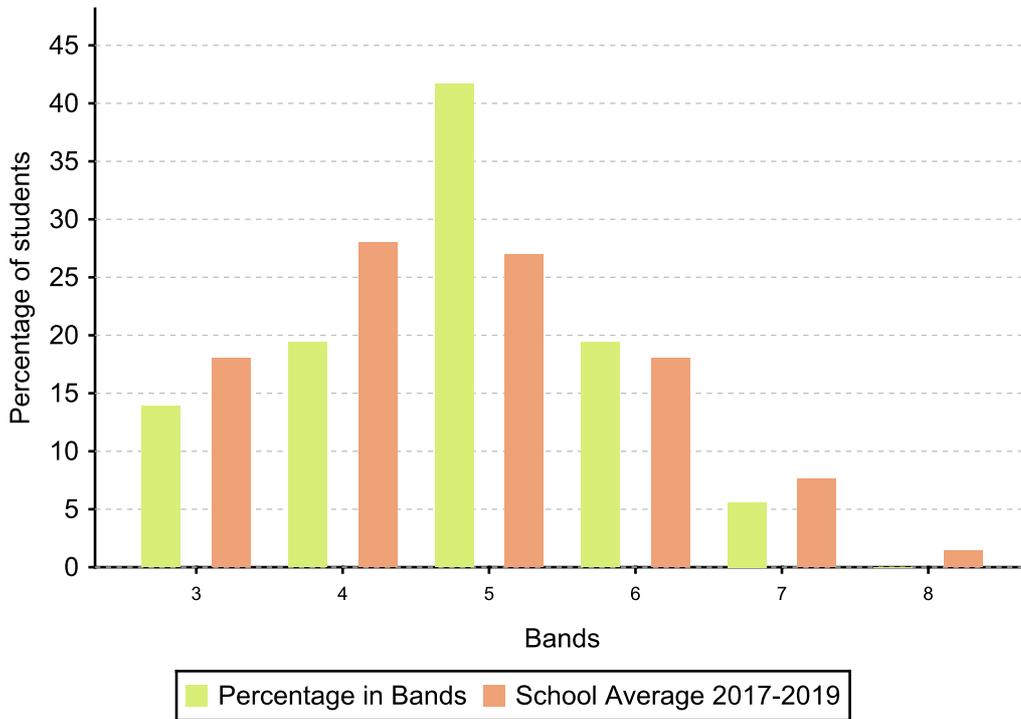
Band	3	4	5	6	7	8
Percentage of students	13.9	19.4	41.7	19.4	5.6	0.0
School avg 2017-2019	18	28	27	18	7.6	1.4

Percentage in bands:
Year 5 Spelling
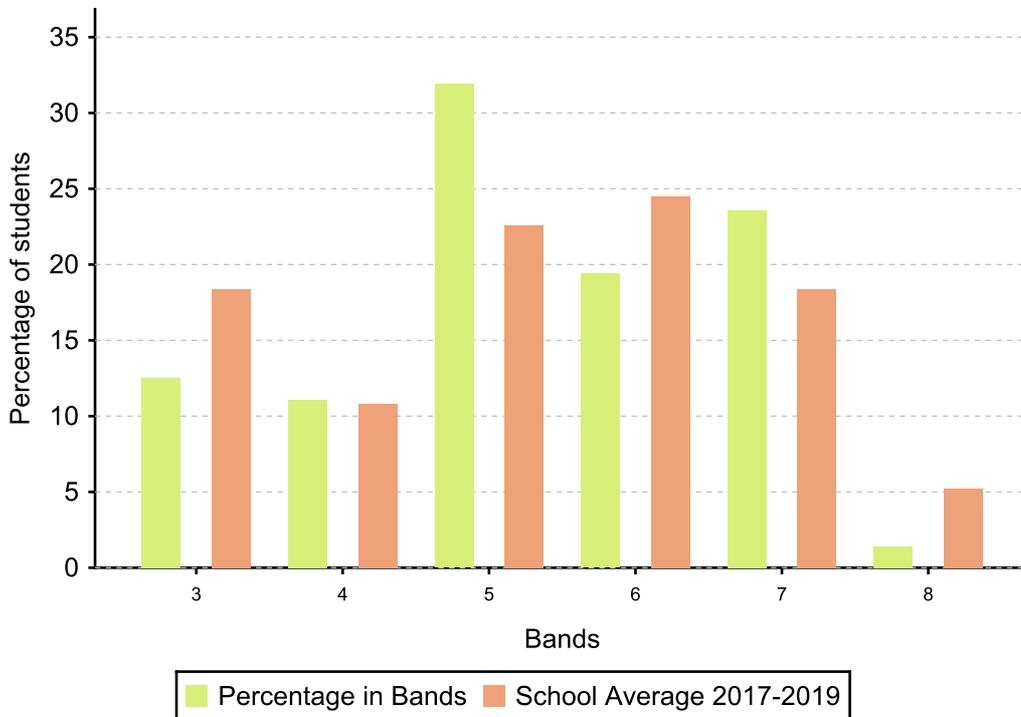
Band	3	4	5	6	7	8
Percentage of students	12.5	11.1	31.9	19.4	23.6	1.4
School avg 2017-2019	18.4	10.8	22.6	24.5	18.4	5.2

Percentage in bands:
Year 5 Writing
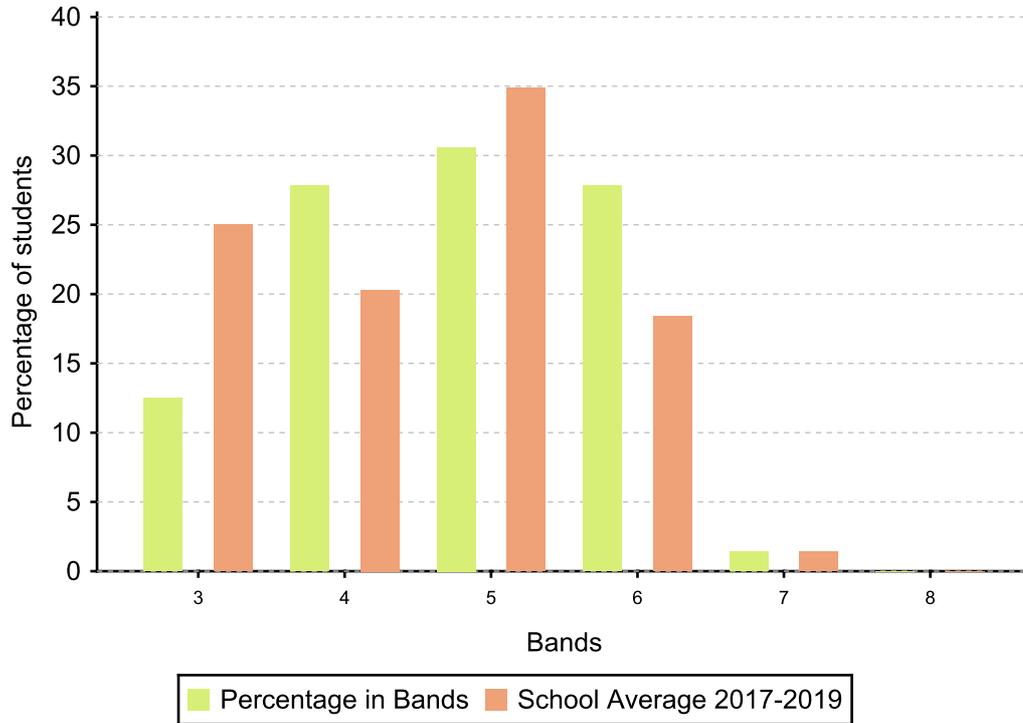
Band	3	4	5	6	7	8
Percentage of students	12.5	27.8	30.6	27.8	1.4	0.0
School avg 2017-2019	25	20.3	34.9	18.4	1.4	0

Percentage in bands:
Year 3 Numeracy
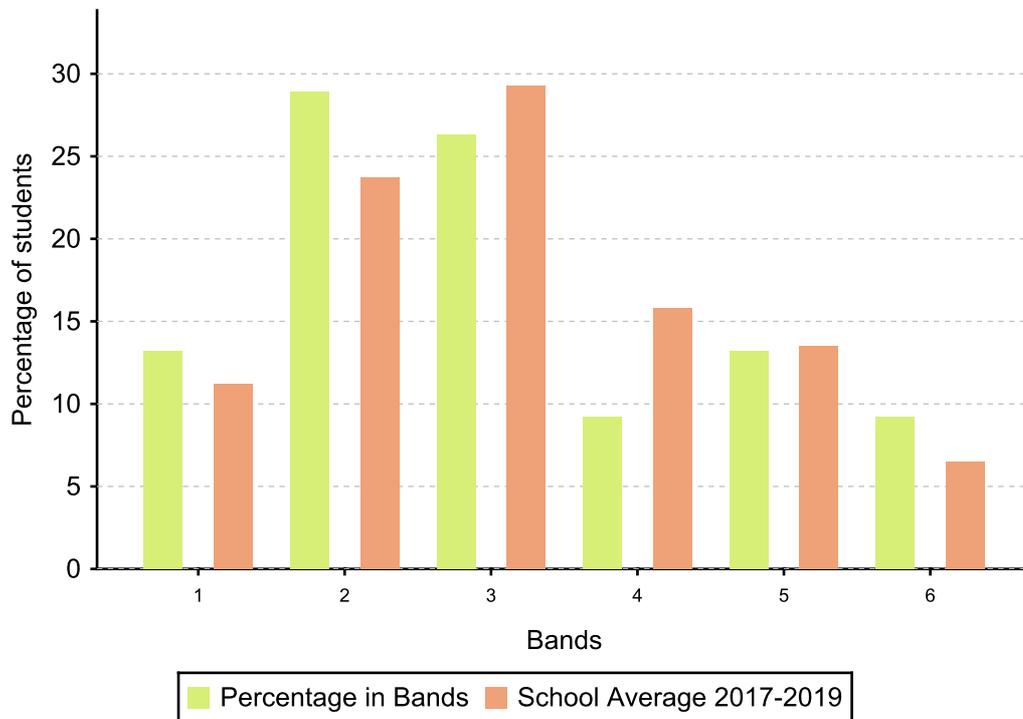
Band	1	2	3	4	5	6
Percentage of students	13.2	28.9	26.3	9.2	13.2	9.2
School avg 2017-2019	11.2	23.7	29.3	15.8	13.5	6.5

Percentage in bands:
Year 5 Numeracy
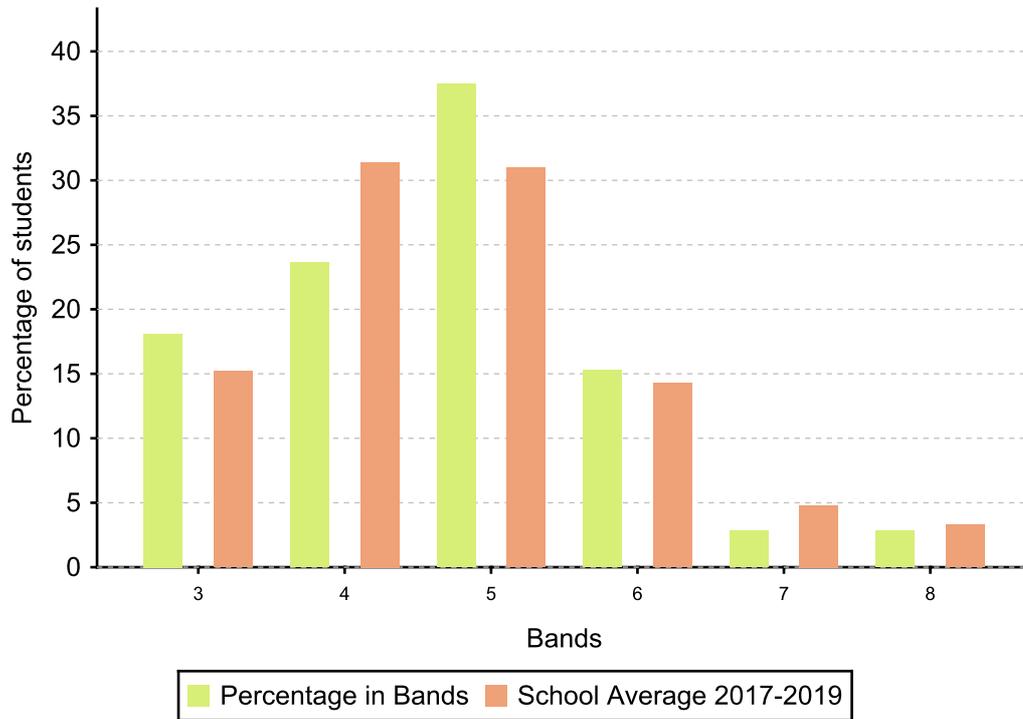
Band	3	4	5	6	7	8
Percentage of students	18.1	23.6	37.5	15.3	2.8	2.8
School avg 2017-2019	15.2	31.4	31	14.3	4.8	3.3

Parent/caregiver, student, teacher satisfaction

The school participated in a codesigned Survey, produced by Harvard University and the School; the online surveys were for students, teachers, and parents for the second year.

As the data is collected online and collated externally, all survey responses remain confidential.

Student Survey –Term 3 2019.

All Year 3, Year 4, Year 5, and Year 6 students in the mainstream school participated in the surveys; a total of 269 students:
- 60% of students responded as being socially, institutionally and intellectually engaged at the school;
- 72% of students indicated that they were engaged in homework;
- 95% of students indicated that they value schooling outcomes;
- Students indicated that they participated in a range of extracurricular activities;
- 89% of Granville Public School students, who completed the survey, rated the school as having an atmosphere of positive behaviour;
- 92% of Granville Public School students, who completed the survey, rated the school as developing and fostering both interest and motivation in learning;
- Students rated the school as 8.9 out of 10 for staff holding high expectations and wanting students to succeed;
- 38% of students indicated that they received the desired level of high challenging tasks and had a high level of skills in literacy and numeracy (38% in 2017 and 33% in 2016).
- Most students stated that the school already excited them about their learning.

Partners School Climate Survey – Term 3 2019

72% of respondents completed the survey (44% responses in 201) and there were approximately 450 families in the school.

All parent responses were collated and converted to a 5–point scale (0– strongly disagree, 3 – neutral and 5 – strongly agree) against seven separate measures:
- Parents feel welcome (4);
- Parents are informed (3.5);
- Parents support learning at home (3.75);
- School supports learning (3.85);
- School supports positive behaviour (4.1);
- Safe school (3.25); and
- Inclusive school (3.25).

Teacher School Climate Survey Term 3 2019 54 (77.14%) staff members completed the survey (44 in 2017). All responses were collated and converted to a 5–point scale (0– strongly disagree, 3 – neutral and 5 – strongly agree) against "Eight Drivers of Student Learning":
- Leadership (4.0);
- Collaboration (4.25);
- Learning Culture (4.25);
- Data Informs Practice (4);
- Teaching Strategies (4.1);
- Technology (3);
- Inclusive School (4.35); and
- Parent Involvement (3.25).

Recommendations:
- Maintain current school directions and priorities and communicate our success to the school community;
- Continue to use the School–based survey and become involved in the TTFM with students and teachers but explore other methods to gain community feedback;
- More explicit teaching about resilience and social skills to assist students in coping appropriately with their social skills. Although incidences of bullying rarely occur at school, 32% of students indicated that they perceived that they had experienced bullying. This is lower than the state average (36%); and
- Teachers to continue having a "high challenge, high support" focus, and embed future–focused learning with LISC to maximise student engagement in learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Granville Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. In 2019, three (3) students identified as being of Aboriginal and/or Torres Strait Islander descent. Granville Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:
- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school;

- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples;

- A staff member filling a role as an Aboriginal Education Liaison Officer to oversee Aboriginal Education policies, programs, initiatives, and events.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

The role of the Anti–Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents, and community members who wish to make a complaint regarding racism.

Granville Public School has 4 staff members who are trained as ARCO Officers and the role is shared between them.

In 2019 the ARCO Officers dealt with three 34) reported incidents of racism by individual students. After investigation each incident was established and resulted in Reflection Time (Satellite – as stated in the school PBIS Policy) for those involved in being racist, impacting their behaviour levels. All students were sorry for their actions and apologised to those they had offended.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe, and being a learner help to support these values.

Students, teachers, parents, and the community are doing a very good job of living together in harmony.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Multicultural education has remained a focus for our school, demonstrated through the development of skills, knowledge, and attitudes that promote a culturally and linguistically diverse society.

Intercultural understandings are integrated throughout all key learning areas. English as an Additional Language and/or Dialect (EAL/D) Granville Public School 2064, 93% of students were identified as being from a language background other than English (LBOTE) with more than 45 different languages represented.

The school was allocated with 3.2 full–time equivalent EAL/D teachers, all of whom are TESOL trained. EAL/D students were assessed throughout the year using the EAL/D Learning Progression as:

- Beginning –189 students.
- Consolidating –167 students.
- Developing 196 – students.
- Emerging 191– students.

The New Arrivals Program (NAP) provided intensive support for students who were within their first 9–12 months of Australian schooling. In addition to providing language support through the NAP, EAL/D teachers engaged in collaborative programming and teaching with classroom and specialist teachers.

EAL/D teachers regularly surveyed classroom teachers and stage supervisors to assess current support models and the effectiveness of targeted areas. Language support was focused on areas of specific need as indicated by class and stage teaching and learning data.

Target areas for EAL/D classroom support in 2019 included oral interaction, reading comprehension, and sentence writing. In addition to assessment data highlighting the effectiveness of these programs, students also demonstrated increased confidence in the classroom. Nine students were identified as being refugees and received targeted learning programs.

Future directions:

- Ongoing professional learning around the EAL/D progression at stage team meetings;
- Linking EAL/D Progression to LISC;
- Continued implementation of TELL strategies in all classrooms; and
- Developing partnerships with community organisations to supplement school support for refugee students.

Community Language Granville Public has a rich and diverse language program that plays an important role in supporting and strengthening the development and maintenance of Arabic, and Chinese.

Bilingual reading was conducted with all stages and students were withdrawn in small groups. The teachers and students would read together and complete small activities to enhance speaking, listening, writing, and reading skills for the community language students.

The multicultural evenings were a great way of sharing the school's diverse cultures and they were warmly welcomed by the school community. These included the:

- Iftar Dinner;
- Harvest Moon Festival;
- Christmas; and
- Harmony/Multicultural Day;

Future directions:

- Ongoing professional learning around the EAL/D progression at stage team meetings;
- Linking EAL/D Progression to LISC
- Continued implementation of TELL strategies in all classrooms; and
- Developing partnerships with community organisations to supplement school support for refugee students.