

Granville East Public School

2019 Annual Report



5236

Introduction

The Annual Report for 2019 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.

School contact details

Granville East Public School

210 The Trongate

Granville, 2142

www.granvillee-p.schools.nsw.edu.au

granvillee-p.school@det.nsw.edu.au

9637 1562

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

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

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.

Improvement Measures

- Increase in student articulation of what they are learning and why;
- Increase student co-creation of learning experiences;
- increase in students using self-regulation processes in learning to achieve outcomes;
- increase student independence in authentic learning.

Progress towards achieving improvement measures

Process 1: Build a framework to empower authentic learning and student agency and empowerment.

Engage students in providing feedback about their learning; their agency in co-construction; and their achievements.

Develop strong professional learning teams with rigorous focus on achievement data; analysis of practice; and impact on student learning.

Build a culture of student co-creation of learning at all stages of development.

Strengthen a culture of deep, authentic learning that engages students in their lives, their world and their future.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Teaching teams strengthened their collaborative processes during 2019, which resulted in greater impacts on student agency, especially in literacy and numeracy.</p> <p>75% of Year 6 students who applied for Selective High School were offered a place.</p> <p>Our average scaled growth score in NAPLAN Reading was 40 points above state average.</p> <p>Students across K-6 are able to articulate what they are learning and why. They are also now better able to articulate what their next step is, in learning.</p> | <p>Funding supported time for students to prepare their Stories of Learning for sharing with their parents. Every student across K to Year 6 created a learning journey showcasing their progress and development across the year.</p> |

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.

Improvement Measures

- Increase in authentic learning opportunities that deepen student thinking;
- increase in students co-creating learning experiences;
- Increase in students ability to articulate their learning and why it is important.

Progress towards achieving improvement measures

- Process 1:**
- Strengthen staff learning culture that provides challenge, opportunity, self-direction and collaboration around key themes of authentic learning to deepen student agency and impact learning;
 - Develop a coaching culture whereby teacher-leaders set, implement, monitor and evaluate deep professional learning goals with the support of a coach;
 - Develop systems for co-creating learning;
 - Develop rigorous evaluation systems to plan, implement and review the delivery of high-challenge, high-support authentic learning.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>2019 saw an increase in the range of experiences provided to students, both within classrooms and beyond. The k-2 team increased the scope of opportunities in Learning Centres, whilst Years 3-6 increased the opportunities for students to engage in problem-based learning.</p> <p>Students participated in: an MCA art program; Community Warriors; engaging with Christine Anu; competing in chess, debating and sport; singing at the Opera House; hosting visiting teachers from across the country; fund-raising for charities; producing a magazine; hosting an Open Day; using robotics; and engaging in learning inside the classroom and beyond.</p> | <p>Funding to enable excursions, incursions, concrete resources for Learning Centres and Inquiry Based Projects as well as technology to enable students to document and create content.</p> |

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.

Improvement Measures

- Student voice visibly directs teaching and learning;
- Students actively prepare for and lead Learning Conversations with their teacher and parents;
- Staff use online platforms and Learning Conversations to engage student and parent voice;
- Parents are known by staff and leaders;
- Parents contribute to conversations (in person and online) to deepen their understanding of their child's learning journey.
-

Progress towards achieving improvement measures

Process 1: Opportunities for students to positively connect with the wider community through meaningful partnerships and projects.

Cohesive structure for staff PL that includes teacher choice and voice, opportunities to build on strengths and evidence of impact on student learning.

Strengthen GEPS Connects framework for meaningful connections with parents so there are multiple opportunities and pathways for building relationships with the school and stakeholders.

Broaden GEPS Connects to include community partners and develop systematic framework for meaningful and mutually beneficial relationships between students and community.

| Evaluation | Funds Expended (Resources) |
|--|---|
| An average of 97% of families participated in Learning Conversations. Students from K–6 had an intentional voice in these meetings – by sharing their stories of learning and projects and progress. Parent, teacher and student data indicated that these Conversations were successful in sharing learning and planning next steps in learning. Our School was awarded a Ministers Award for Excellence for the success of these Learning Conversations. | Each teacher was released for 4 days during the year to hold focused, 3–way interviews around student learning. These Learning Conversations have been critical to the success of this strategic direction. |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | Funding Sources: • Aboriginal background loading (\$5 835.00) | Our Reconciliation Action Plan was created, supported and published by Reconciliation Australia. All students were taught Aboriginal and Torres Strait Islander stories, histories, cultures and diversities. |
| English language proficiency | Funding Sources: • English language proficiency (\$234 928.00) | \$192, 089 funded 1.8 FTE specialist teachers to work with EAL/D students in classrooms and in small groups. \$42,839 enabled a suite of resources to be created for students newly arrived who had minimal English. All students at GEPS are assessed and monitored on the EAL/D progressions and EAL/D specialist staff work with teams of teachers to target individual students. |
| Low level adjustment for disability | Funding Sources: • Low level adjustment for disability (\$216 788.00) | Funding pays for staffing of 1.4 Learning and Support Teachers. These teachers work in classrooms daily, targeting small groups in reading development as well as goal–setting and providing intensive teaching to identified students. As a result of this intervention, 75% of all students in the Early Years made expected growth in literacy. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$61 682.00) | This funding buys 3 hours of release time per week, per Assistant Principal to enable them to be in classes providing should–to–shoulder support to their teachers. Professional practice and student outcomes have increase significantly as a result of this program. |
| Socio–economic background | Funding Sources: • Socio–economic background (\$435 697.00) | The funding buys 3 additional teachers to work in classes with targeted students everyday in reading and writing. The increase in achievement in writing ability over the past 3 years has been significant: Kindergarten writing achievement has increased by 45 %; and Year 5 students in the top 2 bands in NAPLAN writing has increased by 27 %. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 186 | 181 | 181 | 151 |
| Girls | 171 | 177 | 173 | 173 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 88.8 | 92.1 | 92.3 | 89.2 |
| 1 | 90.8 | 91.7 | 95.9 | 89.6 |
| 2 | 94.4 | 91.6 | 95.2 | 86.9 |
| 3 | 93.2 | 92.2 | 94.6 | 87.2 |
| 4 | 92 | 92.1 | 95.6 | 89.5 |
| 5 | 94.9 | 90.9 | 93.8 | 90.8 |
| 6 | 94.1 | 91.7 | 90.3 | 90.2 |
| All Years | 92.6 | 91.8 | 94 | 89.1 |
| 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 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 13.12 |
| Teacher of Reading Recovery | 0.74 |
| Learning and Support Teacher(s) | 1.4 |
| Teacher Librarian | 0.8 |
| Teacher ESL | 1.8 |
| School Administration and Support Staff | 2.92 |
| Other Positions | 2 |

*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 | 911,894 |
| Revenue | 4,099,116 |
| Appropriation | 4,026,137 |
| Sale of Goods and Services | 2,951 |
| Grants and contributions | 67,775 |
| Investment income | 1,652 |
| Other revenue | 600 |
| Expenses | -4,140,941 |
| Employee related | -3,618,496 |
| Operating expenses | -522,445 |
| Surplus / deficit for the year | -41,825 |

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 | 26,750 |
| Equity Total | 893,158 |
| Equity - Aboriginal | 5,835 |
| Equity - Socio-economic | 435,607 |
| Equity - Language | 234,928 |
| Equity - Disability | 216,788 |
| Base Total | 2,324,812 |
| Base - Per Capita | 83,062 |
| Base - Location | 0 |
| Base - Other | 2,241,750 |
| Other Total | 645,194 |
| Grand Total | 3,889,914 |

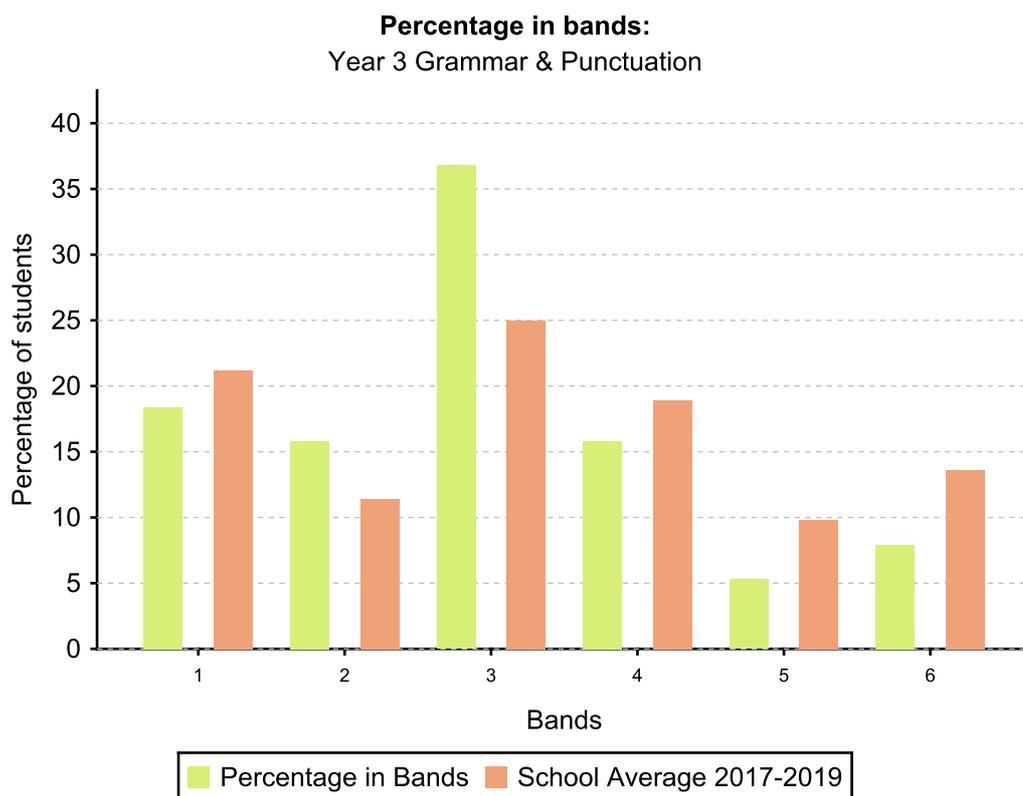
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

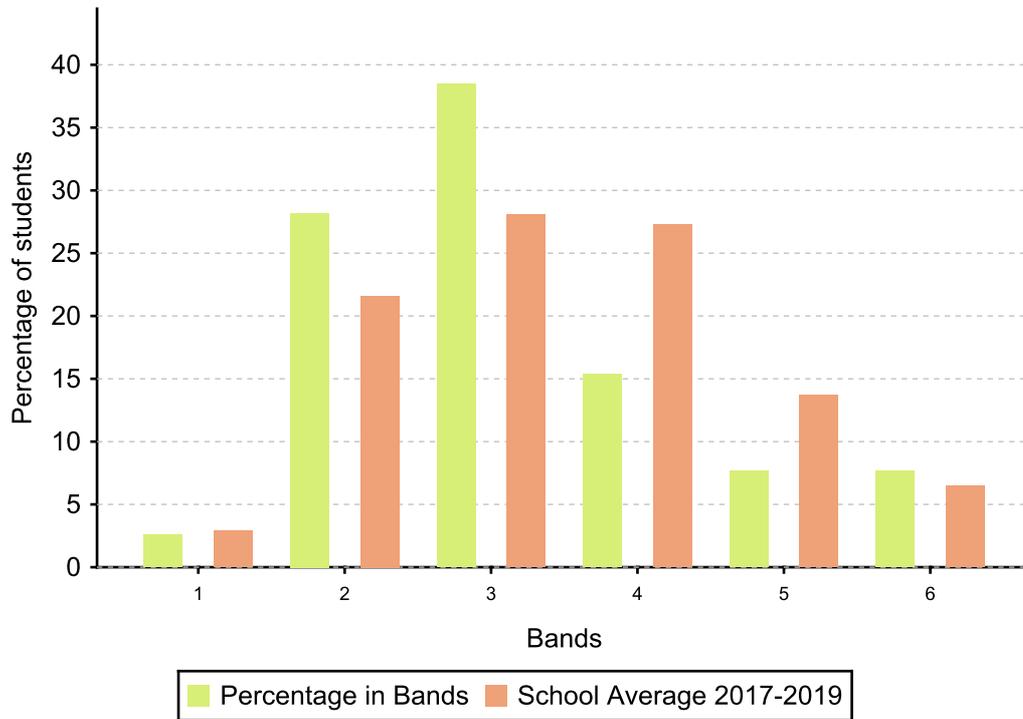
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



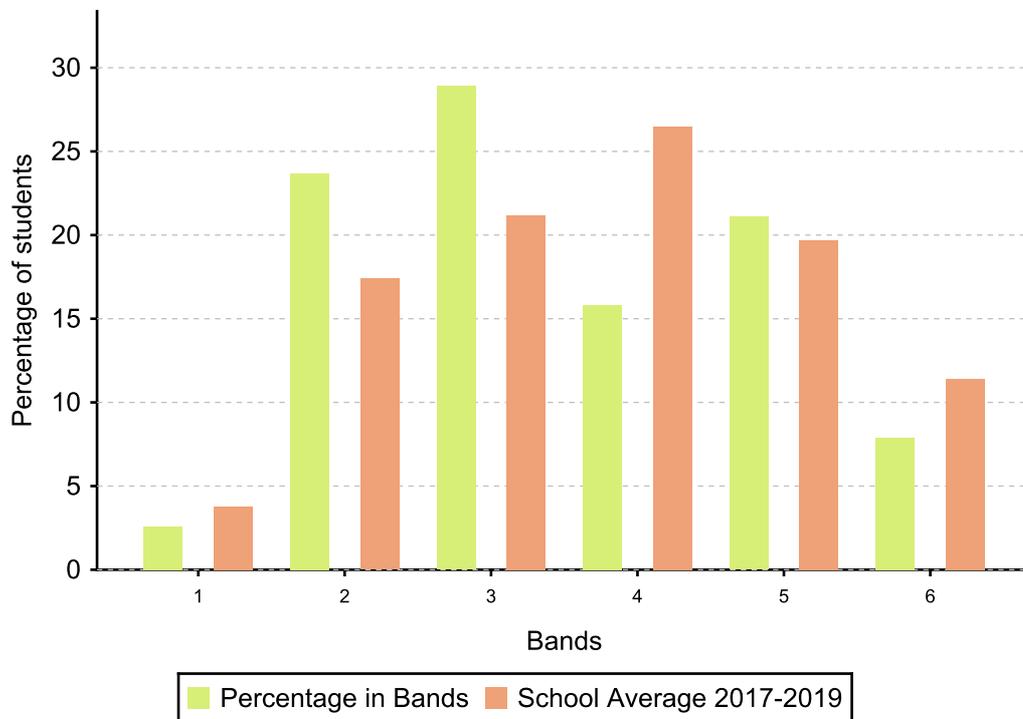
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|-----|------|
| Percentage of students | 18.4 | 15.8 | 36.8 | 15.8 | 5.3 | 7.9 |
| School avg 2017-2019 | 21.2 | 11.4 | 25 | 18.9 | 9.8 | 13.6 |

Percentage in bands:
Year 3 Reading



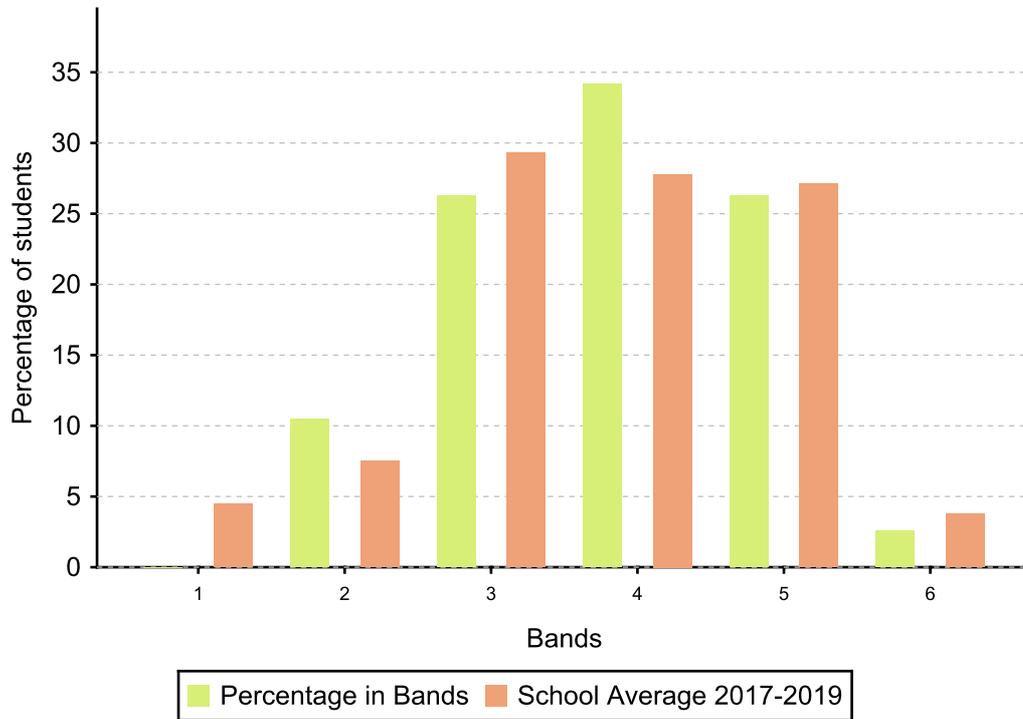
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.6 | 28.2 | 38.5 | 15.4 | 7.7 | 7.7 |
| School avg 2017-2019 | 2.9 | 21.6 | 28.1 | 27.3 | 13.7 | 6.5 |

Percentage in bands:
Year 3 Spelling



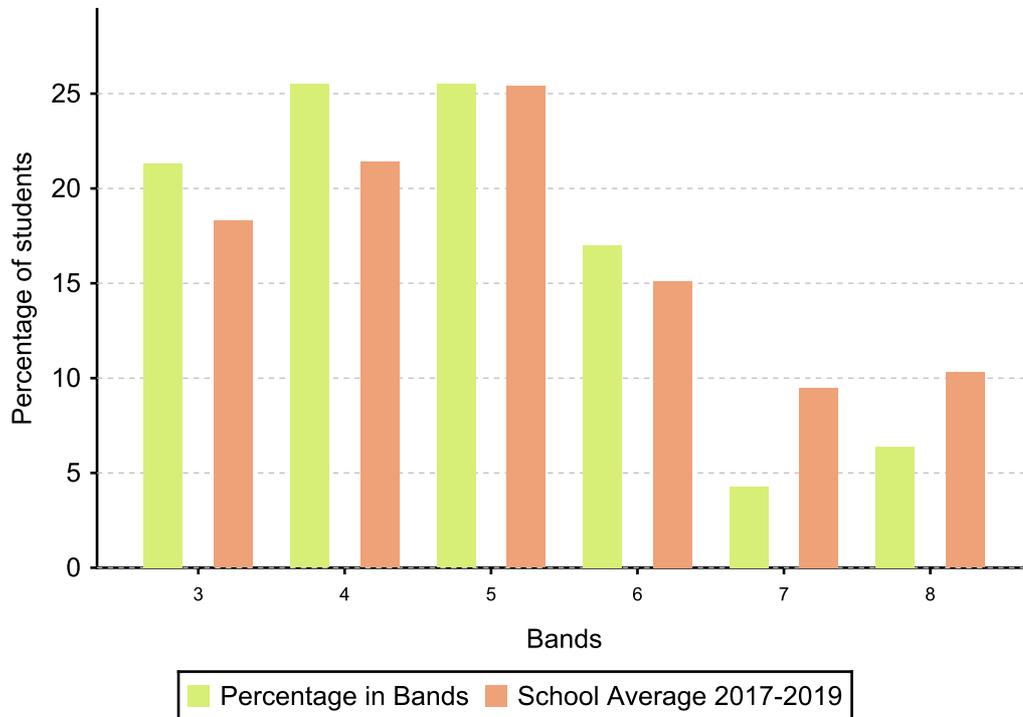
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 2.6 | 23.7 | 28.9 | 15.8 | 21.1 | 7.9 |
| School avg 2017-2019 | 3.8 | 17.4 | 21.2 | 26.5 | 19.7 | 11.4 |

Percentage in bands:
Year 3 Writing



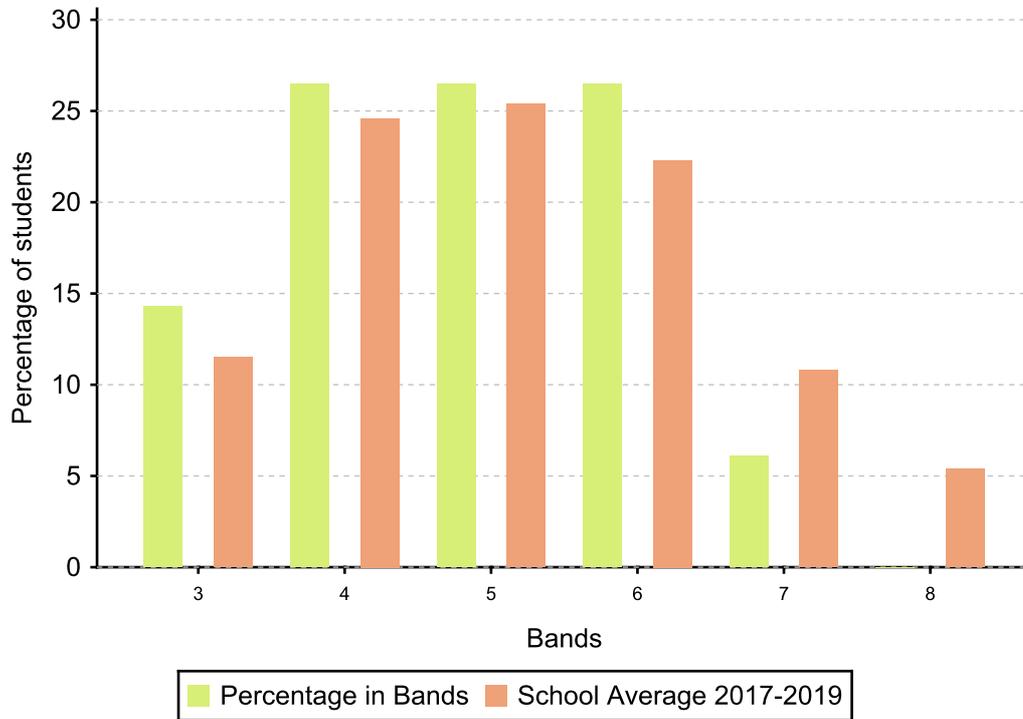
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 10.5 | 26.3 | 34.2 | 26.3 | 2.6 |
| School avg 2017-2019 | 4.5 | 7.5 | 29.3 | 27.8 | 27.1 | 3.8 |

Percentage in bands:
Year 5 Grammar & Punctuation



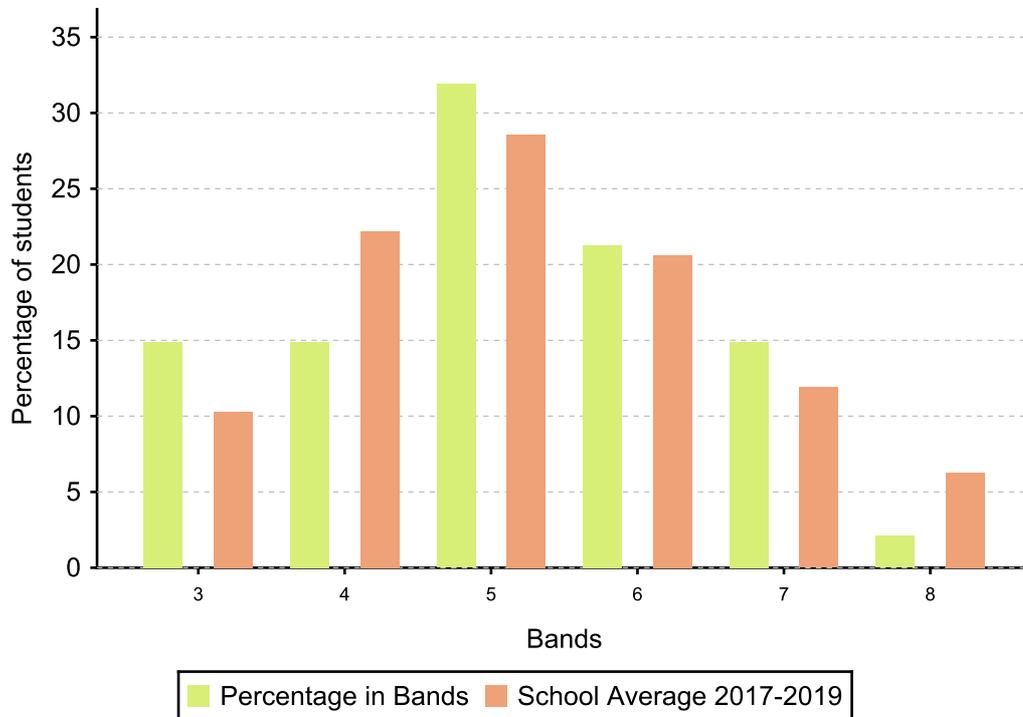
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|------|
| Percentage of students | 21.3 | 25.5 | 25.5 | 17.0 | 4.3 | 6.4 |
| School avg 2017-2019 | 18.3 | 21.4 | 25.4 | 15.1 | 9.5 | 10.3 |

**Percentage in bands:
Year 5 Reading**



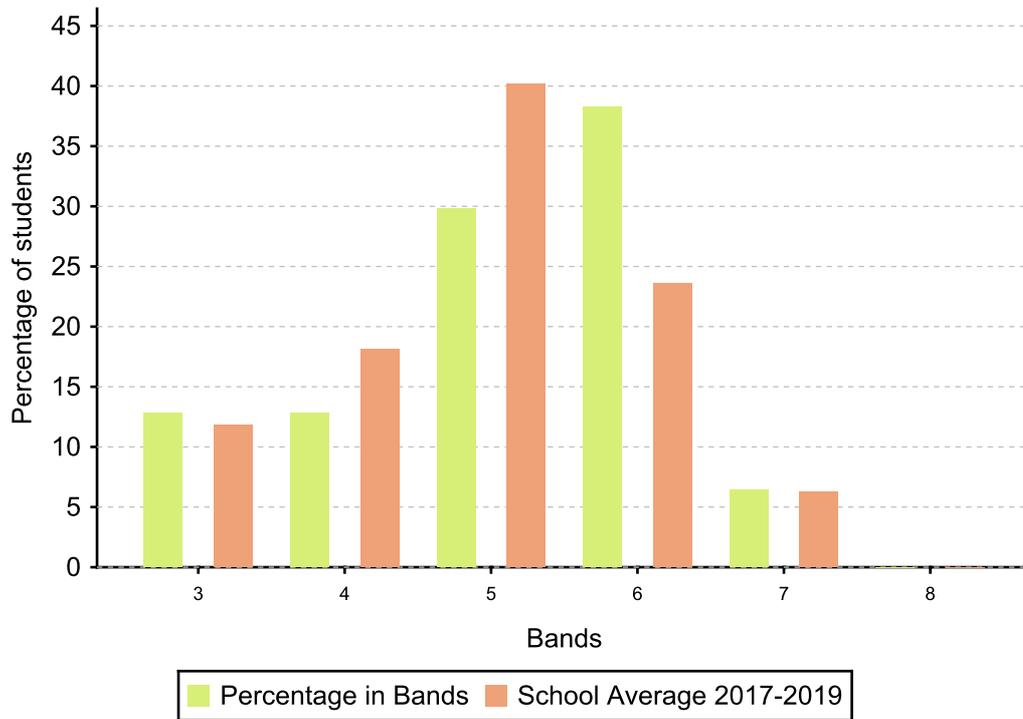
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 14.3 | 26.5 | 26.5 | 26.5 | 6.1 | 0.0 |
| School avg 2017-2019 | 11.5 | 24.6 | 25.4 | 22.3 | 10.8 | 5.4 |

**Percentage in bands:
Year 5 Spelling**



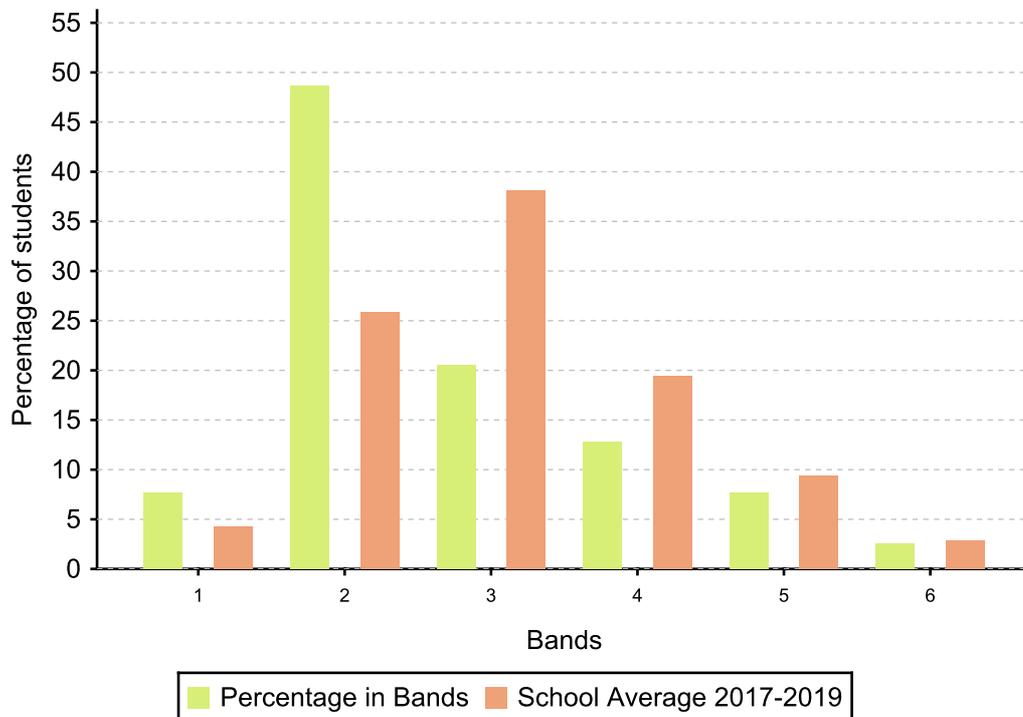
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 14.9 | 14.9 | 31.9 | 21.3 | 14.9 | 2.1 |
| School avg 2017-2019 | 10.3 | 22.2 | 28.6 | 20.6 | 11.9 | 6.3 |

Percentage in bands:
Year 5 Writing



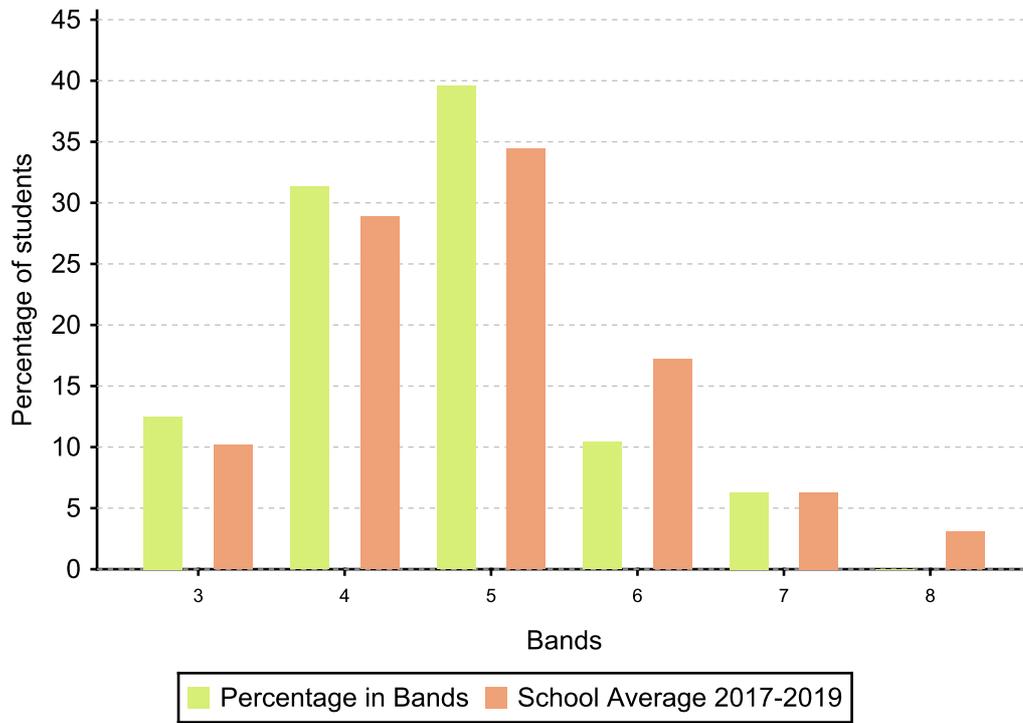
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 12.8 | 12.8 | 29.8 | 38.3 | 6.4 | 0.0 |
| School avg 2017-2019 | 11.8 | 18.1 | 40.2 | 23.6 | 6.3 | 0 |

Percentage in bands:
Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 7.7 | 48.7 | 20.5 | 12.8 | 7.7 | 2.6 |
| School avg 2017-2019 | 4.3 | 25.9 | 38.1 | 19.4 | 9.4 | 2.9 |

**Percentage in bands:
Year 5 Numeracy**



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|----------|----------|----------|----------|----------|----------|
| Percentage of students | 12.5 | 31.3 | 39.6 | 10.4 | 6.3 | 0.0 |
| School avg 2017-2019 | 10.2 | 28.9 | 34.4 | 17.2 | 6.3 | 3.1 |

Parent/caregiver, student, teacher satisfaction

Students, teachers and parents have all reported high levels of trust in the school operations and in the focus on building confident, capable students who are agents of their own learning. Students report that they feel a sense of belonging at GEPS and 94% of students can name 2 adults at school who believe they will be a success in life.

Staff, both teaching and non-teaching reported highlights in student learning and closer connections with families as a feature of 2019. They also highly valued the professional learning provided at school and the support within the classroom to implement change.

Parents and families strongly supported our GEPS reporting process – with an average of 97% of families attending our half-hour student-led Learning Conversations.

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.

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.

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.