

2020 Annual Report

Granville Public School



2064

Introduction

The Annual Report for 2020 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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School vision

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 2015-2020 Strategic Management Plans and, will continue to be so in the 2018-2022 School Strategic Management Plan.

The NSW School Family Occupation and Employment Index (FOEI) for 2020 was a value of 114, 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
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)
<i>Stem</i>	<i>Professional Learning & Program Development</i>

Progress towards achieving improvement measures

Stem Club after school

Participated in Makers Empire

Ozobots and blue bots used in Kindergarten

Lego WeDo in Stg 1

ICT

Google Classrooms: Students were taught how to use google classroom to facilitate online learning.

Class dojo

Seesaw for Kindergarten

Creative and Critical Thinking

Maths Olympiad for part of the year. (Creative and Critical thinking, Terms 1 and 2)

Visible Thinking Routines in Stage 2 reading

Bloom's Taxonomy (Stage 3 Reading Programs)

Problem-Solving strategies in Mathematics (Stage 3).

Play-based learning

Outdoor play-based area designed and budget created

Chess Club

Project Based Learning

Due to Covid was postponed due to restrictions.

Formative Assessment

Embedded in classroom pedagogy and reflected in teaching and learning programs.

Modelled by QTSS

Witnessed during lesson observations.

- STEM - \$5000
- ICT - \$5000
- Creative and Critical Thinking - \$30,000

Next Steps

Continue the development and expansion of Developmental Play, as part of the Creative and Critical Thinking, and to expand this into the Project Based Learning Program.

Refit the Library to ensure that the technology is of Best Practice and Standard .

Further Professional Learning for ALL teachers in regards to

- ICT
- STEM
- Creative and Critical Thinking
- Project Based Learning
- Formative Assessment

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)
QTSS Seven steps for Writing 3-6 Number 3-6 IL's Big Ideas Data Discussions Professional Learning Committee formed Program Reflections and Feedback to team members.	QTSS - school funded positions x 2 \$220,000 Professional Learning Funds \$25,000 Funding Sources: <ul style="list-style-type: none">• Early action for success (\$274421.00)• Literacy and numeracy (\$94179.00)

Progress towards achieving improvement measures

PDP discussions around professional learning targets.

Virtual and face-face learning to ensure all students accessed the curriculum during lockdown.

Differentiated PL.

Completion of online courses during COVID.

Teachers PL - in google classroom, Microsoft 365, writing, Microsoft Teams, ResearchEd online

PBL courses online

PBL face to face professional learning

100% of PBL committee trained in PBL sessions

How to use zoom with Greg (morning sessions)

Aspiring Leaders - (Limited meetings due to Covid)

Aspiring Leaders given the opportunity to build their leadership capacity and engage in leadership roles

EAL/D

EAL/D network meetings on ZOOM

LEED Training for executive staff.

Next Steps

Development of a Professional Learning Committee to design a wholistic PL program reflective of :

DoE Strategic Improvement Plan School Strategic Improvement Plan Individual's Professional Development Plan

Continue the LEEP training with all staff

Continue to develop capacity within all staff, ensuring Best Practices are always at the forefront

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)
<p>Programs & Workshops</p> <p>Certificate VI in Education Support Tm 1-4 (term 2 & 3 online - zoom meetings/facebook live)</p> <p>Sit n Sip - Cumberland Council Info Session (term 1 & 2)</p> <p>GPS Story Time - Term 1</p> <p>Supported Playgroup - Terms 1-3</p> <p>Hub Drop in - one no one meeting with parents (tm1 -3)</p> <p>Food Parcels - Organising food packs via Merrylands Youth Centre (Collecting food and organising food parcels for families) (Family Support) (term 2 -4) Receiving food parcels from Eat Up & Aus Relief .</p> <p>English Conversation classes (Tm1 -4)</p> <p>Majority of programs stopped face to face in Term 1 -weeks 7 & 8.</p> <p>online playgroup</p> <p>Lunches for vulnerable families Term 2 & 3</p>	<p>Community Hub Coordinator/Liaison Officer - 25 hours per week</p> <p>External Signage upgrade - School allocated funds \$35,000</p> <p>Memos of Understandings with:</p> <ul style="list-style-type: none">• TAFE NSW• St George Community College <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Progress towards achieving improvement measures

Walk n Talk in park (Weeks 9 & 10) face to face Terms 1-4

Parenting Tips & Ideas - Term 4

Healthy Relationship Info Session - White Ribbon Term 4

Support Unit parent gathering (hoping to have either small get together info session)tm 4

Christmas Hampers with the free goods I have organised through Goods360 (term 4)

Phoning families re: check in (Term 1 - 3)

zoom sessions

SU Review Meetings, IEPs

Speech therapists, OTs, psychologists for SU families

Zoom parent-teacher meetings.

Class Dojo and Seesaw platform to communicate with parents.

PATCH / CERT 1V

Social media presence increased- Twitter, Facebook and Schoolzine app

Used socials to broadcast in school presentations and events.

Support Unit - links with local High School

Parent teacher interviews- via Zoom

Year 6 Farewell parent attendance with QR codes.

Wellbeing- Home visits to vulnerable families

The electronic notice board to inform parents of in-school events.

Market Day and fundraising. Pizza parties for winning class.

High school information night for Stage 3 parents.

Virtual meetings with local high schools in regards to transition of students from year 6 into year 7.

Late in the year open days for students at local high schools.

Next Steps

- * Increase in communication of interpreted letters and school information in Arabic, Farsi, Dari, and Mandarin
- * Inclusion of ESL teachers in enrolment meetings as required.
- * Professional Learning in the ESL Phases to be reported in Student Reports commencing Semester 1.
- * Parent Workshops on the following topics:
 1. Writing program - Seven Steps to Writing
 2. Reciprocal Teaching

3. Phonics and Phonemic Awareness - early foundational levels for Reading

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$5 099.00) 	<p>Achievements and accomplishments included: * All our Aboriginal students were supported with a Personalised Learning Pathway plan with parent and teacher input. * School Learning Support Officers (SLSO's) assisted</p> <p>The school Aboriginal Education Committee would like to work further with the Parramatta AECG, and Land Councils for both the Cumberland and Parramatta Local Government Areas.</p> <p>In addition to this they would like to look at the following projects:</p> <ol style="list-style-type: none"> 1. Yarning Circle 2. Native Garden Horticulture 3. Mural development 4. Yearly smoking ceremony
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$429 490.00) 	<p>Students identified as from Non English Speaking Backgrounds (NESB) received the following support:</p> <ul style="list-style-type: none"> Language Intensive Small group teaching - based on the model of INTENSIVE LANGUAGE CENTRES for Secondary schools One to one and small group support by the ESL teachers. In class support for targeted NESB students. ESL resources purchased to support programs. * Payment for performing groups at the Harmony Day assembly. Further resources for the ESL working spaces in the Library.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$352 700.00) 	<p>SLSO support for targeted students. Early Intervention Reading kits for targeted students. Targeted intervention programs for students one to one, small group and in class support with Learning and Support Teachers.</p>
Quality Teaching, Successful Students (QTSS)	<p>School Funds to engage an additional 2 teachers for the QTSS 2 X \$110,000</p> Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$127.00) 	<p>The targeted programs across the school included:</p> <ul style="list-style-type: none"> Off Class Assistant Principals and 1 teacher led side by side / shoulder to shoulder teaching to improve practice Formative Assessment techniques with all teachers - including LISC techniques and data collection and analysis.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$403 304.00) 	<p>1 95 students were supported with learning adjustments. Of these, 121 students' needs were met by classroom teachers through differentiated quality teaching.</p> <p>39 students were identified with supplementary needs, 32 with substantial needs and 3 with extensive needs (NCCD data).</p> <p>Students with substantial and extensive needs have personalised learning and support plans (PLaSPs) that are formally</p>

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$403 304.00) 	<p>reviewed annually.</p> <p>Additional SLSO time for students requiring full-time support, who were partially supported by IFS.</p> <p>Continuation of the Preschool to Kindergarten transition program and expansion of Play based Learning K-2.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teachers Funds \$14481</p>	<p>Completed portfolio for NES A Proficiency Registration</p> <p>Worked with selected mentors</p> <p>Worked with EAfS Instructional Leaders and QTSS APs to improve practice in Mathematics and English.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$5 507.00) 	<p>Eight students were identified as being "refugee" in 2020 and received additional English as an Additional Language/Dialect (EAL/D) support and adjustments made to classroom programs. Of these students: five were in the emerging phase, two were in the beginning phase and one in the developing phase of the EAL/D Learning Progression. Refugee students are identified by the Learning Support Team and same supports are provided to other students who were born in Australia to refugee families (seven families).</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	300	312	314	310
Girls	268	260	258	255

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	88.8	90.9	89.2
1	92.2	91.4	86.6	88.2
2	93.6	92.5	92.3	89.1
3	92.5	92.4	90.9	86.6
4	91.6	90.5	90.3	86
5	91.6	91.4	90	88
6	92.5	92.6	90.4	86.4
All Years	92.4	91.2	90.2	87.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	28.76
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	2.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	925,401
Revenue	8,071,917
Appropriation	7,868,221
Sale of Goods and Services	2,822
Grants and contributions	182,919
Investment income	2,056
Other revenue	15,900
Expenses	-7,771,540
Employee related	-7,284,410
Operating expenses	-487,130
Surplus / deficit for the year	300,377
Closing Balance	1,225,778

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.

	2020 Approved SBA (\$)
Targeted Total	8,334
Equity Total	1,013,828
Equity - Aboriginal	1,365
Equity - Socio-economic	321,477
Equity - Language	344,301
Equity - Disability	346,685
Base Total	5,375,978
Base - Per Capita	152,383
Base - Location	0
Base - Other	5,223,594
Other Total	1,290,679
Grand Total	7,688,819

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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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

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

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

Student Survey - Term 4 2020.

All Year 3, Year 4, Year 5, and Year 6 students in the mainstream school participated in the surveys; a total of 269 students:

- 62% of students responded as being socially, institutionally and intellectually engaged at the school;
- 76% 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;
- 88% of Granville Public School students, who completed the survey, rated the school as having an atmosphere of positive behaviour;
- 94% 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;
- 48% 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 2019, 38% in 2017 and 33% in 2016).
- Most students stated that the school already excited them about their learning.

Partners School Climate Survey - Term 4 2020

- 69% of respondents completed the survey (72% responses in 2019) 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 2020

54 (75%) 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:

- Professional Learning, for staff, to be reflective of PDPs and Strategic Improvement Pla, and that this be developed by a newly formed Professional Learning Committee;
- 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.

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1. Evidence of effective implementation of the policy included:
2. Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
3. Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
4. Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
5. 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 2020, two (2) 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.

Future Directions:

- Enter in discussions with Local Land Council and AECG regarding use of local Aboriginal Language and Symbols within the school
- Enter in discussions with Local Land Council and AECG regarding the development of
 - Yarning Circle
 - Murals
 - Naming of House Sporting Teams
 - Naming of the Community Hub

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 5 staff members who are trained as ARCO Officers and the role is shared between them.

In 2020 the ARCO Officers dealt with one (1) reported incident 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, 96% of students were identified as being from a language background other than English (LBOTE) with more than 45 different languages represented; and 99% of students commencing Kindergarten in 2020 have little or no English as they come from home environments where English is not the primary language for communication.

The school was allocated with 2.8 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 2020 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.

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, which are a great way of sharing the school's diverse cultures had to be cancelled for 2020 due to the COVID-19 Pandemic.

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.