2010 Annual School Report
Granville Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Our enrolment in March, 2010 was 484, including 277 boys and 207 girls. We also had 40 Pre School students. 95.8% per cent of students attended school on average each school day.

Staff

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

Significant programs and initiatives

The school implemented a number of highly successful programs to provide students with extra educational support and opportunities throughout 2010. These were:

- Technology
- Positive Behaviour Intervention Support (PBIS)
- Dance Group
- Choir Group
- PSSA
- Aboriginal Education Program
- Reading Recovery
- Stage 3 Granville Galaxy Challenge
- Targeted Early Numeracy (TEN) Program
- Learning Assistance Mentor Program (LAMP)
- Sound and Vision: Journey
- Debating and Public Speaking

Student achievement in 2010

In Numeracy our achievements include:

- In Yr 3, 9% of our students achieved in the highest 2 bands in NAPLAN
- In Yr 5, 16% of our students achieved in the highest 2 bands in NAPLAN

In Literacy our achievements include:

- In Yr 3, our NAPLAN results showed that we had achieving at or above the minimum standard the following percentages of students- Reading (93%), Writing (93%), Spelling (86%), Grammar and Punctuation (81%)
- In Yr 5, our NAPLAN results showed that we had achieving at or above the minimum standard the following percentages of students- Reading (73%), Writing (88%), Spelling (82%), Grammar and Punctuation (79%)
- In Yr 3, our NAPLAN results showed that we had achieving in the highest 2 bands the following percentages of students- Reading (19%), Writing (37%), Spelling (37%), Grammar and Punctuation (35%)
- In Yr 5, our NAPLAN results showed that we had achieving in the highest 2 bands the following percentages of students- Reading (8%), Writing (12%), Spelling (30%), Grammar and Punctuation (37%).

Messages

Principal’s message

2010 has been a landmark year for the school. Throughout the year we received extensive refurbishment under the Building Education Revolution which brought the facilities to a standard which our students and staff deserve.

This year also proved to the whole school community and beyond that our teaching strategies and programs are exemplary with the result being ongoing outstanding growth in results as shown by the NAPLAN program.

It was also announced in October, that our school would receive additional funding provided by the state government. The school
was chosen as a lower socio economic one, but one that also adds tremendous growth to our students’ results. It will be expected over the coming 2 year period that this growth continues and improves.

Due to a fall in numbers, our Deputy Principal Ms Casey, will be starting at another school in 2011. We all thank her for all of her wonderful contributions to the Granville School Community. She has acted with integrity and dignity at all times, has been completely supportive of me and has been an outstanding role model for the staff. We wish her great success at her new school.

I also will be leaving the school next year, having gained through merit selection the Principalship of a south coast school. I have thoroughly enjoyed my time at Granville Public School and have enjoyed the many challenges that have been presented to me. I have high admiration for the executive staff who have shown complete loyalty, determination and professionalism. The teaching staff are to be commended on their dedication to Granville and to the hard work that they put into the students on a daily basis. Thank you to the parent community who have become more and more involved in the 3 ½ years I have been Principal. Finally, I thank the student community for their spontaneity, friendly natures and their Granville spirit.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ian Millard

P & C Message

2010 has been a very busy and productive year for the school and the P & C. A very dedicated group of parents attended regular meetings making decisions that benefited the whole school. We look forward to working harder with the staff and parents of 2011 to develop a stronger community bond within our school.

Karina Elder
President, P&C

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Student Representative’s Message

In 2010 the School Captains and Student Leadership team were given many opportunities to participate in a variety of events. This included attending a Leadership course in Term 1, having an active role with school assemblies, and assisting teachers in organising fundraising events for Stewart House and Bandanna Day. We were also active participants in many sports and cultural activities throughout the year. Salwa Nahra was nominated for the Auburn Review’s Citizenship Award.

Eparama (Abe) Takiveikata, Sally Nguyen, Yagmur Ilkyaz, Salwa Nahra, Aiden Charlesworth, Krystal Docker, Khadeja El Chahrouk & Livinia Fernandes

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School Context

Student Information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Enrolment Profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>264</td>
<td>278</td>
<td>269</td>
<td>267</td>
<td>277</td>
</tr>
<tr>
<td>Female</td>
<td>232</td>
<td>240</td>
<td>228</td>
<td>213</td>
<td>207</td>
</tr>
</tbody>
</table>

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![Enrolments Chart](image-url)
Student Attendance Profile

Attendance rates improved this year and were above state and regional levels.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>92.4</td>
<td>92.9</td>
<td>93.8</td>
<td>93.3</td>
</tr>
<tr>
<td></td>
<td>95.3</td>
<td>94.8</td>
<td>96.0</td>
<td>95.7</td>
</tr>
<tr>
<td></td>
<td>94.7</td>
<td>94.1</td>
<td>93.6</td>
<td>93.6</td>
</tr>
<tr>
<td>Region</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>93.8</td>
<td>93.4</td>
<td>93.9</td>
<td>94.2</td>
</tr>
<tr>
<td></td>
<td>94.6</td>
<td>94.1</td>
<td>94.7</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>94.0</td>
<td>94.3</td>
<td>92.4</td>
<td>92.4</td>
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<tr>
<td>State</td>
<td>DET</td>
<td>K</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>94.3</td>
<td>94.3</td>
<td>94.0</td>
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<tr>
<td></td>
<td></td>
<td>94.7</td>
<td>94.2</td>
<td>94.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of Non-Attendance

The approach taken by Granville Public School is that all teaching staff are responsible for ensuring students attend school on a regular basis. As such, staff are encouraged to make initial contact with parents should any attendance issues arise. An executive member is responsible for monitoring attendance and, along with the Home School Liaison Officer, makes contact with parents whose children are absent on a more regular basis. Newsletter items regarding the benefits of regular attendance are also issued.

Class Sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2010 class size audit conducted on Thursday 18 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K GREEN</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KYELLOW</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K BLUE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>2/3S</td>
<td>2</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>2/3S</td>
<td>3</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
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<tr>
<td>K/1M</td>
<td>K</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>K/1M</td>
<td>1</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>1/2Z</td>
<td>1</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>1/2Z</td>
<td>2</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>5/6J</td>
<td>5</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>5/6J</td>
<td>6</td>
<td>17</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of Classes

Note: Class size data are as provided by schools in the annual class size audit.

Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Primary Teachers</td>
<td>12.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Multi-Categorical Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Emotional Disorder Autism</td>
<td>1.0</td>
</tr>
<tr>
<td>AP Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1.0</td>
</tr>
</tbody>
</table>

No staff member has indicated that they are of indigenous background.

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
year. The whole school production featured on stage performances from every student and was extremely well received by over 800 audience members. The concert offered students opportunities to perform in front of their friends and families and was a valuable and enjoyable event for teachers and students at Granville Public School.

Sport
There were many outstanding individual performances in the sporting arena in 2010. In swimming, nine students competed at Zone level for the school, with one outstanding student representing the school at Regional level. Our Cross Country runners also represented the school with distinction. Forty students competed successfully at Zone level, and four went on to represent the school at Regional level. Thirty students attended the Zone Athletics Carnival, with three outstanding athletes representing the school at Regional level. At the Regional competition, one of our competitors was talented enough to qualify for four events. In team sports, approximately one hundred students have had the opportunity to participate in the Primary Schools’ Sports Association (PSSA) games this year. During the winter season, the junior Newcombe Ball team competed in the finals rounds for the sixth consecutive year, and they were successful. The junior Soccer team competed in the final match, and ended with a 0-0 draw. Throughout the summer season, the junior Cricket team competed in the semi-finals for the first time, after rejoining the summer competition after a break of many years.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

![Percentage of students in bands: Year 3 reading graph]

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 grammar and punctuation
Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

Percentage of students in bands:
Year 5 numeracy

Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Average progress in spelling between Year 3 and Year 5

Average progress in grammar & punctuation between Year 3 and Year 5

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET

School  SSG  State DET
Progress in numeracy

Minimum Standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

Significant Programs and Initiatives

Aboriginal Education
Our efforts to support Aboriginal students and to assist all students to develop an understanding and respect for Aboriginal history and culture, was continued this year. Initiatives included the acknowledgement of the traditional land owners in each assembly, an Aboriginal performance and the provision of P-6 activities to support NAIDOC week. Also all Aboriginal students were provided with a Personalised Learning Plan, which was created in consultation with parents and caregivers, class teachers and students. The plans were individualised for each student and included specific learning goals and strategies to support students learning.

Multicultural Education
Granville Public School offers both Arabic and Chinese Community Language programs for native speakers. Through the weekly programs the community language teachers have:

- helped students maintain rewarding relationships with parents/caregivers, grandparents, relatives and other community members
- promoted a sense of cultural identity, resulting in a heightened self-confidence and self-esteem
• provided an opportunity for students to develop high levels of skill in the language they speak at home
• improved students’ performance across the curriculum
• enriched learners intellectually, educationally, socially and culturally
• extended student’s thinking and reasoning skills

Granville Galaxy
The Granville Galaxy Program continued for another successful year in 2010. The program positively develops students learning and social behaviours through a process of systematic and explicit lessons based on one core focus each week. Each lesson highlights a skill and provides opportunities for practise and positive encouragement. Students were recognised for their positive behaviours through star awards and bronze, silver and gold awards at special Granville Galaxy assemblies.

Sport
At the representative level, Granville Public School participated in both the summer and winter season competitions of the Primary Schools’ Sports Association (PSSA). In the summer split-round competition, which was conducted over Terms 1 and 4, students competed against other schools in the Auburn District in Softball, T-Ball and Cricket. Junior teams of 9 and 10 year old students and senior teams of students 11 years and older were fielded in all sports. In the winter competition, which was conducted across Terms 2 and 3, junior and senior teams represented the school in Soccer, Netball and Newcombe Ball. All teams in both seasons were great ambassadors for the school through their demonstration of sportsmanship and sporting ability.

Dance 2 B Fit conducted a 10 week program at the school in Term 1 with the aim of promoting exercise and fitness through aerobic dance. This opportunity was made available to Stage 1 students.

All students across the school from Pre-School to Year 6 have participated in weekly fitness and sport sessions, designed to enhance their overall health and wellbeing. Activities have included yoga, dance, ball skills, modified games, skipping and other routines to promote cardiovascular strength.

During 2010 the Senior Dance Group consisted of 24 students from Years 3-6. After many rehearsals in and out of school, the students performed at the Regional Dance Festival, held at Bankstown and the Granville Schools Spectacular, held at the Opera House.

National Partnership Programs
Granville Public School will participate in the Low SES School Communities National Partnership Reform Extension Initiative in 2011 and 2012. This two year program will provide the school with resources that will assist to improve students’ literacy and numeracy results and enhance the quality of teaching and learning programs P-6. The initiative also includes the employment of a Highly Accomplished Teacher to support teacher professional development.

The Support Unit and Special Education
Granville Public School prides itself on being an inclusive and tolerant school that caters to the varied needs of its students. We work carefully with the parents, external agencies and other areas of the DET for the successful
inclusion of students with disabilities in mainstream classes. This is in addition to the five special education classes for students with specific disabilities and learning needs.

The Support Unit comprises of:

- 2 classes for students with Mild Intellectual Disabilities
- 1 class for students with Multi-categorical Intellectual Disabilities
- 2 classes for students with Autism Spectrum Disorders

Each of these classes has a dedicated teacher and School Learning Support Officer who support the students. The staff are special educators who are placed on the classes based on their extensive experience, knowledge and qualifications in supporting students with special needs. To assist in best meeting the needs of each student in the Support Unit, the staff have continued their professional development by attending courses in relevant areas of special education such as Autism, Down Syndrome and behaviour management.

In 2010, students in the Support Unit have participated in all school activities including the Swimming and Athletics Carnivals, Stage 3 overnight excursion to Canberra, Sydney Symphony Orchestra and AMF bowling. They have also been involved in a Community Access Program and Life Skills Programs which have included cooking lessons and walks around the local area of Granville. Our special education classes have also participated in activities with the staff and students from Merrylands Public School to help develop and foster social skills and friendships. This is especially important for the Year 6 students who will be moving to high school in 2011.

**Best Start**

The Best Start Assessment helps teachers identify the literacy and numeracy knowledge and skill that each child brings to school as they enter kindergarten and throughout their early years of school. The results of the assessment allow teachers to develop quality, individual teaching and learning programs. As a result this year, kindergarten students have shown significant improvement in all areas of literacy and numeracy. For example, in kindergarten, students have particularly shown growth in the areas of Phonics and Concepts About Print.

**Best Start Light House Project**

Last year various K-2 teachers were given the opportunity to attend the Best Start Lighthouse Project at Lidcombe Public School. The project enables schools to network with other schools that have similar backgrounds and challenges. By attending the Best Start Lighthouse Project staff had the opportunity to observe, trial and refine new classroom practices, share their knowledge, experiences and successful strategies to enhance early learning in literacy and numeracy.

**Targeted Early Numeracy Intervention Program (TEN)**

During Terms 3 and 4 Granville Public School took part in the Targeted Early Numeracy Intervention Program. The program allowed the K-2 teachers to attend three intensive training sessions and observe a series of demonstration lessons conducted by the TEN facilitator. The program allowed Granville’s target students to gain access to short, frequent, and focused lessons in order to develop their ability in early arithmetic strategies. The students were assessed every five weeks in order to analyse the students’ response to the program.

**Granville Public School’s 130th Birthday Celebrations**

This year, Granville Public School celebrated its 130th Birthday with a school fete. The whole school community came together to celebrate, showing respect and an appreciation for Granville Public School. Ribbons were cut opening the new sections of Granville, a magnificent birthday cake had its many candles blown out and the school song was sung with pride. For the first time in over 15 years Granville’s students, staff and
community members put on a highly enjoyable and rewarding school fete with a range of entertaining stalls and activities.

Choir
A record number of students showed interest in joining the choir at the beginning of this year. After several auditions, thirty students were selected and began the onerous task of learning twelve songs to perform in the joint Our Spectacular choir. Eighteen students were finally chosen to perform at the Sydney Opera House in August. On the night of the concert, the students of our school performed extremely well and behaved in a manner to be proud of. We hope that next year the students who continued to work hard at choir practice will be able to represent the school. The final choir performance was at Presentation Day Assembly.

Transition to Kindergarten
The “Kids 4 Kindy” program began this year with teacher visits to local preschools throughout the year to inform the local community about our school and the programs it provided in Kindergarten. At an information afternoon and evening, parents were also informed about Granville Public School and were able to ask questions about their concerns. On five Friday mornings in Term 4, parents met in the library while their preschool children had a taste of school life by meeting with the teachers in the kindergarten classrooms. Staff of the school and guest speakers informed the parents about the expectations and requirements of the school. Parents were also able to meet other parents who had already experienced their children starting school for the first time. Children were also given the opportunity to attend an assembly in the school hall and to use the school library. The children of Granville School Preschool have had many opportunities to attend whole school events and will be able to assist our new students to settle into school next year. The result of “Kids 4 Kindy” is a smoother transition to school for both children and parents.

Reading Recovery
Reading Recovery is a literacy based program for Year 1 students who require additional, individual support. Students are assessed using a number of assessments and the lowest (non-new arrival ESL students) achievers are granted the opportunity to participate in the 16 week program. Each child attends the program every day for 30 minutes of intensive reading and writing lessons. By the end of the 16 weeks, the student should be achieving at a Level 16 in reading, and the Reading Recovery teacher should be ready to assess the new group of low achievers to start the program again.

Progress on 2010 Targets

Target 1
Improved Numeracy outcomes for all students
Our achievements include:
- In Yr 3, 88% of our students achieved at or above the minimum standard in NAPLAN
- In Yr 5, 80% of our students achieved at or above the minimum standard in NAPLAN
- In Yr 3, 9% of our students achieved in the highest 2 bands in NAPLAN
- In Yr 5, 16% of our students achieved in the highest 2 bands in NAPLAN

Target 2
Improved Literacy outcomes for all students
Our achievements include:
- In Yr 3, our NAPLAN results showed that we had achieving at or above the minimum standard the following percentages of students- Reading (93%), Writing (93%), Spelling (86%), Grammar and Punctuation (81%)
- In Yr 5, our NAPLAN results showed that we had achieving at or above the minimum standard the following percentages of students- Reading (73%), Writing (88%), Spelling (82%), Grammar and Punctuation (79%)
- In Yr 3, our NAPLAN results showed that we had achieving in the highest 2 bands the following percentages of
students - Reading (19%), Writing (37%), Spelling (37%), Grammar and Punctuation (35%)

- In Yr 5, our NAPLAN results showed that we had achieving in the highest 2 bands the following percentages of students - Reading (8%), Writing (12%), Spelling (30%), Grammar and Punctuation (37%)

**Target 3**

**Improved levels of student engagement**

Our achievements include:

- Increase in student attendance to above state and regional levels.
- Increase in the acknowledgment of students displaying positive behaviours through the Granville Galaxy Program. More than 30% of students in each class have now received at least one award.
- Increase in the utilisation of a variety of teaching strategies to engage students in their learning by 20%.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations - one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Teaching and School Management

**Educational and management practice**

**Culture**

**Background**

Over the past 3 years the school has been developing an inclusive, positive and vibrant culture. In line with our policy of rigorous self evaluation and in order to establish our future directions, the school conducted a survey regarding learning using the SchoolMap questionnaires. A sample of staff, students and parents were surveyed.

**Findings and conclusions**

Generally, parents, students and teachers indicated either ‘usually’ or ‘almost always’ on the 4 point scale.

Particular strengths of the school’s culture as indicated by parents are:

- The school continually looks at ways to improve its performance.
- All staff ensure that discipline is fair.
- The school provides clear information about student achievements through the use of reports.

The students were very optimistic about the school’s culture and in the surveys the majority indicated ‘almost always’ responses.

The staff survey indicated more variance in response. Overall strengths are indicated are:

- The school caters for learning needs of all students.
- Teachers know what their students are able to do and the direction of future learning.
- The school makes changes over time to improve its performance.

Areas indicated by the staff as areas for focus are:

- Effectively communicating with students and parents about student’s success and needs.
- Measuring the success of programs regularly
- Developing parents’ understanding of how their child’s learning is assessed.

**Future directions**

The areas listed above will be addressed throughout the life of the School Plan.

**Curriculum**

**Background**

Throughout the 2010 school year, Literacy, Numeracy and Engagement remained the school focuses. The staff participated in
professional development throughout the year to support the school targets.

Findings and conclusions
Staff were able to gain access to external personnel to further develop their skills and knowledge in literacy and numeracy. Students were regularly assessed to monitor the effectiveness of the programs. Each program showed students progression throughout the year.

Future directions
Staff will continue to utilise available personnel and resources to develop their skills and knowledge. Programs implemented in 2010 will be maintained and evaluated in 2011.

Parent, Student, and Teacher Satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.

Professional learning
Professional learning of staff is a key focus for Granville Public School with quality teaching being at the core of all that we do. As per 2009, all full time staff members attended over 50 hours of professional development throughout the year. The majority of this occurred at before school meetings. During 2010, $21 352 was spent on ensuring all staff were appropriately professionally developed. The priority areas for the school were Literacy, Numeracy, quality teaching and technology. Each staff member is required to determine a professional development plan and this, in conjunction with the needs of the Whole School Plan, are funded for professional development. All staff attend five Whole School Development days each year.

School Development 2009 – 2011
2010 was the second year of implementation of our 2009-2011 three year plan.

Targets for 2011
Target 1
Improved numeracy outcomes for all students

Strategies to achieve this target include:
- All staff to utilise Smart Data software to effectively analyse students learning needs and support targeted teaching and learning programs
- The school-wide implementation of focused numeracy programs such as Count Me In Too, Counting On and the TEN program to develop and support students numeracy development
- Employ a Highly Accomplished Teacher and a Literacy/Numeracy Coach to provide professional development for all staff in the quality teaching of numeracy across the school.

Our success will be measured by:
- 65% or more of Year 3 students achieving at or above minimum standards in NAPLAN Numeracy
- 20% or more of Year 3 students achieving proficiency standards in NAPLAN Numeracy
- 60% of or more Year 5 students achieving at or above minimum standards in NAPLAN Numeracy
- 20% or more of Year 5 students achieving proficiency standards in NAPLAN Numeracy

Target 2
Improved literacy outcomes for all students

Strategies to achieve this target include:
- All staff to implement an uninterrupted 2 hour literacy block.
- All staff to utilise Smart Data software to effectively analyse students learning needs and support targeted teaching and learning programs
- Implement focused reading programs including Focus on Reading and the L3 to support the development of targeted quality teaching and learning programs
- Employ a Highly Accomplished Teacher and a Literacy/Numeracy Coach to provide professional
development for all staff in the quality teaching of literacy across the school.

Our success will be measured by:

- 70% or more of Year 3 students achieving at or above minimum standards in NAPLAN Reading
- 90% or more of Year 3 students achieving at or above minimum standards in NAPLAN Writing
- 25% or more of Year 3 students achieving proficiency standards in NAPLAN Reading
- 40% or more of Year 3 students achieving proficiency standards in NAPLAN Writing
- 60% of or more Year 5 students achieving at or above minimum standards in NAPLAN Reading
- 75% of or more Year 5 students achieving at or above minimum standards in NAPLAN Writing
- 20% or more of Year 5 students achieving proficiency standards in NAPLAN Reading
- 20% or more of Year 5 students achieving proficiency standards in NAPLAN Writing

**Target 3**

*Improved levels of student engagement*

Strategies to achieve this target include:

- Implement a system of rewarding students for high rates of attendance.
- Continue to refine and develop the Granville Galaxy Program and celebrate the achievements of students
- Establish stage expectations and consistency regarding homework practices

Our success will be measured by:

- Attendance at or above state average
- 30% of students receiving positive behaviour awards
- 80% of students wearing of full school uniform

- Increase in the significance & value in completing homework
- Increase in teachers professionalism and practice
- Enhance leadership development and capacity throughout the school.
- Increase parental involvement in the school

**About This Report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ian Millard (Principal)
Terri Casey (Deputy Principal)
Lisa Butters (Assistant Principal)
Jodie Landon (Assistant Principal)
Angela Luongo (Assistant Principal)
Jennifer Ullo (Assistant Principal)
Mirvette Chamoun (Temp Assistant Principal)
Kym Denny (Temp Assistant Principal)
Joanne Hillsley (Temp Assistant Principal)
Karina Elder (Parent)

**School contact information**

Granville Public School
Lena Street, Granville
Ph: (02) 9637 1083
Fax: (02) 9897 1518
Email: granville-p.school@det.nsw.edu.au
Web: www.granville-p.schools.nsw.edu.au
School Code: 2064

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: