2009 Annual School Report
Granville Public School

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

Students
Our enrolment in March, 2009 was 480, including 267 boys and 213 girls. We also had 40 Pre-school students. 93.6% per cent of students attended school on average each school day.

Staff
We had 42.868 total staff members in 2009. This included approximately 34 teaching staff comprised of 7 executive staff, 17 teachers and 13 specialist support staff. We also had a non-teacher (School Administrative, General Assistant and Teachers Aide Special) entitlement of 8.982 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 2009. These were:

- Connected Classrooms
- Technology
- PBIS
- Dance Group
- Choir Group
- PSSA
- Aboriginal Education Program
- Reading Recovery
- Stage 3 Granville Galaxy Challenge

Student achievement in 2009

Literacy – NAPLAN Year 3
97% of our students in Year 3 achieved at or above the national minimum standard in NAPLAN literacy. 31% of our Year 3 students achieved in the top 2 bands in NAPLAN literacy.

Numeracy – NAPLAN Year 3
76% of our students in Year 3 achieved at or above the national minimum standard in NAPLAN numeracy. 21% of our Year 3 students achieved in the top 2 bands in NAPLAN numeracy.

Literacy – NAPLAN Year 5
90% of our students in Year 5 achieved at or above the national minimum standard in NAPLAN literacy. 18% of our Year 5 students achieved in the top 2 bands in NAPLAN literacy.

Numeracy – NAPLAN Year 5
90% of our students in Year 5 achieved at or above the national minimum standard in NAPLAN numeracy. 20% of our Year 5 students achieved in the top 2 bands in NAPLAN numeracy.

Messages

Principal's message
2009 has been a year of great progress for the Granville Public School community. Academically, the student’s growth from Year 3 to Year 5 was above that for the state. Several students were accepted in OC classes and Selective High Schools. Also many students achieved commendable results in a variety of fields. Carla Pham, in Year 4, excelled in the ICAS Computer Skills competition when she was awarded first place. In the creative fields the senior dance group represented the school at the Granville Schools Spectacular and the NSW statewide Schools Spectacular. The school also presented Sound and Vision, a singing, drama and dance performance in which all students performed. This was the first whole school performance in over a decade and attracted a combined audience of some 750 parents and friends.

Over the holiday period and for the greater part of semester 1, 2010 the school will undergo a properties transformation with some 14 classrooms being refurbished under the Federal BER program. The school will also have a new COLA erected, one of the car parks restored and the student toilet blocks upgraded.

Next year, Granville Public celebrates 130 years of providing public education to the local community. All community members are invited to take part in the celebrations.

Granville Public School celebrating 130 years

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 and/or School Council message

2009 has been a very productive year for the school and for the P&C. A small but very dedicated group of parents attended regular meetings making decisions that would benefit all students. Many functions and events were conducted throughout the year designed to raise funds for the school. The P&C gave $7 000 to the Principal so that an interactive whiteboard could be installed in 2010 once the K-2 rooms have been refurbished.

We welcome new parents to the P&C in 2010.

Kelly Adamson
President, P&C

Student representative’s message

This year the leadership team was provided with many opportunities in which they could demonstrate why they were elected by the school. They conducted assemblies and assisted teachers to organise events. William Wark was nominated as the school’s Public Education Ambassador and represented us at the Regional Ambassadors’ Program. They all actively participated in the many sports and cultural activities that were offered by the school.

William Wark, Patrice Papera, Jay Kumar, Hadi Naboulsi, An Dang, Jasmine Mariano, Dileyla Toksoz

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 attendance profile

Although we did not improve rates from the 2008 attendance rates, we were above state rates of attendance.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>262</td>
<td>264</td>
<td>278</td>
<td>269</td>
<td>267</td>
</tr>
<tr>
<td>Female</td>
<td>237</td>
<td>232</td>
<td>240</td>
<td>228</td>
<td>213</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 an attendance issue rise. 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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1-B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2-3 L</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2-3 L</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3-4D</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3-4D</td>
<td>4</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>3-S</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>4-5S</td>
<td>6</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>4-5S</td>
<td>7</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>4-P</td>
<td>8</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>5-6A</td>
<td>9</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>5-6A</td>
<td>10</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>5-6L</td>
<td>11</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>5-6L</td>
<td>12</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>5-6R</td>
<td>13</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>5-6R</td>
<td>14</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>5-6T</td>
<td>15</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>5-6T</td>
<td>16</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>I-N</td>
<td>17</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>K-1M</td>
<td>18</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>K-1M</td>
<td>19</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>K-G</td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>K-R</td>
<td>21</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>K-Y</td>
<td>22</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

**Structure of classes**

The school is organised into 4 stages: Early Stage 1 (including the pre school), Stage 1, Stage 2 and Stage 3 with an executive member as team leader for each. The classes formed are of a parallel nature.

**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>Classroom Teachers</td>
<td>12.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>AP Moderate Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.0</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Release from face to face Teacher</td>
<td>0.714</td>
</tr>
<tr>
<td>Pre School Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre School Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Community Languages Teacher</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Student Support Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Student Support RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.982</td>
</tr>
<tr>
<td>(SASS)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42.868</td>
</tr>
</tbody>
</table>

Under the new National Education Agreement (2009) guidelines, schools must report on the Indigenous composition of their workforce. 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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</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.

The school carried over $238,681.87 from 2008 and this combined with the $487,202.42 receipted throughout the year gave total funds available of $725,884.29. $67,242 was applied to the Key Learning Areas particularly English. Short term relief funds which pay for casuals for teacher absences was $78,315 which was a decrease on the previous 2 years. A total of $539,013.93 was expended throughout the year, leaving a balance of $186,870.36 carried over to 2010.
A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body.

Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>238,681.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>248,607.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>101,272.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>121,307.75</td>
</tr>
<tr>
<td>Interest</td>
<td>8,799.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,235.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>725,884.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>67,242.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>25,528.92</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>36,946.59</td>
</tr>
<tr>
<td>Library</td>
<td>6,903.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7,401.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>165,504.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>78,315.61</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>51,055.94</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>38,554.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>48,262.65</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11,297.74</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>539,013.93</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>186,870.36</td>
</tr>
</tbody>
</table>

‘Sound and Vision 2009’

School performance 2009

School achievements in 2009 have been significant, impacting on the learning of many students.

Achievements

Arts

This year saw the first whole school production in more than a decade. The curriculum foci for staff for terms 2 and 3 were drama, music and dance so that items for ‘Sound and Vision’, our production, were curriculum based. A ‘low key’ approach to the production ensured that time was not taken from our Literacy and Numeracy priorities. The outcome was a very successful P-6 performance which showcased the talents of staff and students. Over 750 parents attended the matinee and evening performances. Evaluations of the production were extremely positive with the possibility of ‘Sound and Vision’ becoming an annual event.

Our wonderful Support Unit item

Sport

The junior and senior Newcombe Ball teams competed in the semi-finals for the fifth consecutive year, with the junior team winning the
grand final. Over 100 students have had the opportunity to participate in PSSA sports this year. In addition to team sports, there were many outstanding individual performances in the sporting arena in 2009. In swimming, four students competed at District then Regional level for the school. Our Cross Country runners also represented the school with distinction. Thirty students competed successfully at District level and six went on to represent the school at Regional level. Forty students attended the District Athletics Carnival with six outstanding athletes representing the school at Regional level. At the Regional competition, the boys’ 4 x 100 metre relay team came fourth, narrowly missing the opportunity to represent Granville Public School at State level.

**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 the 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)

and/or

**Literacy – NAPLAN Year 3**

The following 4 graphs indicate the percentage of Year 3 students in each band for reading, writing, spelling and grammar and punctuation. This is compared to the school average from 2007-2009, the like school group average 2009 and the state average 2009. The information contained in the graphs should be read in conjunction with the ‘Progress on 2009 targets’ section.
Following is a graph which indicates the percentage of Year 3 students in each band for numeracy. This is compared to the school average from 2007-2009, the like school group average 2009 and the state average 2009. The information contained in the graphs should be read in conjunction with the ‘Progress on 2009 targets’ section.
Literacy – NAPLAN Year 5

Following are 4 graphs which indicate the percentage of Year 5 students in each band for reading, writing, spelling and grammar and punctuation. This is compared to the school average from 2007-2009, the like school group average 2009 and the state average 2009. The information contained in the graphs should be read in conjunction with the ‘Progress on 2009 targets’ section.
Following is a graph which indicates the percentage of Year 5 students in each band for numeracy. This is compared to the school average from 2007-2009, the like school group average 2009 and the state average 2009. The average progress in numeracy between years 3 and 5 (for this cohort) is also shown. The information contained in the graphs should be read in conjunction with the 'Progress on 2008 targets' section.

Numeracy – NAPLAN Year 5

Progress in literacy

The growth in reading from Year 3 to Year 5 in the 2007-2009 period has been outstanding and was well above Local School Group (LSG) and State growths.
The growth in writing from Year 3 to Year 5 in the 2007-2009 period has been outstanding and is well above Local School Group (LSG) and State growths.

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 2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
<td>75</td>
<td>73</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73</td>
<td>73</td>
<td>73</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Writing</td>
<td>87</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>
Aboriginal education

2009 saw all teaching staff ensuring that aboriginal perspectives were taught throughout the six Key Learning Areas wherever practical.

A visit from Granville Boys High School also proved to be a most valuable experience for all students K-6. The high school had organised for students from Wellington High School to visit them and together the two schools performed various cultural items for the Granville Public School students, including various aboriginal pieces.

Multicultural education

Our school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Over 55 different cultures are represented at Granville Public School and the school is a great example of multiculturalism in progress. The values we teach unite our students.

The school provides an extensive E.S.L (English as a second language) program. The students who are exposed to languages other than English at home are involved in many activities that help promote their second language English.

Respect and responsibility

In 2008, we implemented The Granville Galaxy Program, a school-wide system to explicitly articulate, teach and acknowledge positive behaviours and social expectations. These behaviours are highlighted by our three core expectations of safety, respect and learning. Throughout the year students have been introduced to a weekly focus that supports students to develop more positive behaviours that are in line with our core expectations. Lessons based on these skills have been taught across the school and students have had opportunities to practise and demonstrate these skills. Students demonstrating these values are rewarded with verbal acknowledgment and Granville Galaxy Star Awards. Students are encouraged to collect their Star Awards as they accumulate towards Bronze, Silver and Gold awards. Students’ success is celebrated twice per term at our special Granville Galaxy Assemblies, displayed in the office and published in our fortnightly newsletter.

Sport

For the first time in many years, Granville Public School participated in both the summer and winter season competitions of the Public Schools’ Sporting 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 over were fielded in all sports. Despite our lack of experience at representative level in these sports, all teams became progressively more competitive over the course of the season, as the students’ skills and knowledge of the sports increased.

In the winter competition, junior and senior teams represented the school in Soccer, Netball and Newcombe Ball. All teams were great ambassadors for the school through their demonstration of sportsmanship and sporting ability. The junior and senior Newcombe Ball teams competed in the semi-finals for the fifth consecutive year, with the junior team winning the grand final. Over 100 students have had the opportunity to participate in PSSA sports this year. In addition to team sports, there were many outstanding individual performances in the sporting arena in 2009. In swimming, four students competed at District then Regional level for the school. Our Cross Country runners also represented the school with distinction. Thirty students competed successfully at District level and six went on to represent the school at Regional level. Forty students attended the District Athletics Carnival with six outstanding athletes representing the school at Regional level.
At the Regional competition, the boys’ 4 x 100 metre relay team came fourth, narrowly missing the opportunity to represent Granville Public School at State level.

Many opportunities were offered to students in Stages 2 and 3 to improve their sporting skills and general fitness level. Qualified instructors from Dance 2 B Fit conducted a 10 week program at the school in Term 3 with the aim of promoting exercise and fitness through aerobic dance. An Australian Football League (AFL) clinic was offered in Term 4 which introduced students to basic AFL skills and involved them in several friendly games against neighbouring schools.

Once again, the school participated in the NSW Department of Education and Training School Swimming Scheme. This program aims to promote the importance of water safety and survival skills to non-swimmers in Years 2 and 3; however, poor swimmers in Years 4 to 6 and students with special needs were also catered for through the program. The scheme ran for 10 days in Term 3 and highlights how essential it is for all students to have adequate survival skills and to act with safety in and around the water.

**Fitness and Sport at Granville Public School**

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 four 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 Moderate Intellectual Disabilities
- 1 class 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, Downes Syndrome and behaviour management.

In 2009, students in the Support Unit have participated in all school activities including the School Swimming Scheme, Swimming and Athletics Carnivals and the Variety Clubs Special Children’s Christmas Party. They have also been involved in a Community Access Program and Life Skills Programs which have included cooking lessons. 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 2010.

**Connected Classrooms**

Last year, Granville Public School was selected to participate in the Connected Classrooms Program. The program was a NSW State Government initiative to provide Department of Education and Training staff and students with new opportunities to connect with each other across enhanced technology facilities for sharing resources and data collaboration. This year, students have communicated via the video conferencing equipment with other schools in our district. The interactive whiteboard has been an outstanding tool for engaging students in their learning.

**Transition To Kindergarten**

This year, a larger than expected group of parents and preschoolers attended the first “Kids For Kindy” meeting, our orientation and transition to school program. Fourteen local community preschools were contacted and asked to distribute a new information brochure advertising our school and the transition program’s benefits. Parents and their children were asked to attend Granville School on Friday mornings in Term 4. The children enjoyed listening to stories, learning school social skills and getting to know each other and some of the present Kindergarten students. The parents meet together to learn about the expectations and requirements of the school and to form relationships within the school community. The Granville School Preschool also provides experiences for the children which lead to a smooth transition to school. They regularly attend school assemblies and all of the school events throughout the year, thereby becoming acquainted with the students and staff of the school.
Progress on 2009 targets

2009 was the first year of a 3 year plan. Each year we agree upon some improvement targets for the plan which we work together to achieve. This section of the report describes the progress made towards achieving the improvement targets set for 2009.

Target 1

Improved numeracy outcomes for all students

Our achievements include:

- In Yr 3, 76% of students achieved at or above minimum standard in NAPLAN numeracy
- In Yr 5, 90% of students achieved at or above minimum standard in NAPLAN numeracy
- In Yr 3, 21% of students achieved in the highest 2 bands in NAPLAN.
- In Yr 5, 20% of students achieved in the highest 2 bands in NAPLAN.
- 70.7% of students achieved greater than or equal to the minimum expected growth (80)

All 2009 Numeracy targets were met except for the first Year 3 target. The school’s growth which compares the scores of students who are now in Year 5 to their scores when they were in Year 3 (2007) is outstanding with growth exceeding what is expected for the local group of schools as well as for the state.

Target 2

Improved literacy outcomes for all students

Our achievements include:

- In Yr 3, 97% of students achieving at or above minimum standard in NAPLAN
- In Yr 5, 90% of students achieving at or above minimum standard in NAPLAN
- In Yr 3, 31% of students achieving in the highest 2 bands in the NAPLAN.
- In Yr 5, 18% of students achieving in the highest 2 bands in the NAPLAN.
- 63.2% of students achieving greater than or equal to the minimum expected growth (80)

All 2009 Literacy targets were met except for one Year 5 target (18% achieved in the top 2 bands instead of the projected 20%). The school’s growth which compares the scores of students who are now in Year 5 to their scores when they were in Year 3 (2007) is outstanding with growth exceeding what is expected for the local group of schools as well as for the state.

Target 3

Improved levels of student engagement

Our achievements include:

- Increase in the number of students in full school uniform by 15%
- 20% more students were acknowledged for their positive learning behaviours
- Establishment of stage based homework criteria and procedures with a notable increase in number of students completing homework
- Increase in the variety of teaching strategies employed by staff to engage students in their learning by 12%

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 2009 our school carried out evaluations of School Culture and Connected Outcome Groups (COGs)

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 often rewards individuals who are successful
- There is a high degree of parental pride in the school
- The school caters for learning needs of all students
- The school encourages students to learn and to achieve their best

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 as
- The school recognises and celebrates achievement
- The school encourages students to achieve their best
- The school is continually finding ways to improve what it does

Areas indicated by the staff as areas for focus are:
- Further development of school leaders having a positive influence on the school
- Valuing and supporting the contribution of new members to the culture of the school
- The concept of continual learning among staff

**Future directions**

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

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**Curriculum**

**Connected Outcome Groups (COGs)**

**Background**

Throughout the 2008-9 school years the staff moved away from the implementation of COGs, selecting to program from each of the 4 Key Learning Areas (Science and Technology, Health, PE, PD, Creative Arts, Human Society and Its Environment). At the completion of 2007 staff were surveyed regarding the implementation of the COGs. The overwhelming belief was that the COGs did not address the Key Learning Area outcomes on a cyclical or in a thorough manner. It was decided that after 2 years (2008 and 2009) the staff would be surveyed once again.

**Findings and conclusions**

Overwhelmingly, the staff determined that programming from the individual Key Learning Area syllabi would be maintained for future years. Very few staff members had a desire to return to the COGs.

**Future directions**

Staff will continue programming from the individual Key Learning Area syllabi as they have for the past 2 years.

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**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 2008, 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 2009, $23,635 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.

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*Interactive whiteboards*
School development 2009 – 2011

2009 was the first year implementation of our 2009-2011 Three Year Plan.

Targets for 2010

Target 1

Improved Numeracy outcomes for all students

Strategies to achieve this target include:

- A strong focus on Year 3 numeracy with an action research project being established for Stage 1 and 2
- A focus on the number, patterns and algebra strands of the maths curriculum for Stages 1 and 2
- A numeracy teaching block to be established for each stage in which focussed support is provided

Our success will be measured by:

- In Yr 3, 82% of students achieving at or above minimum standard in NAPLAN numeracy
- In Yr 5, 92% of students achieving at or above minimum standard in NAPLAN numeracy
- In Yr 3, 24% of students achieving in the highest 2 bands in NAPLAN.
- In Yr 5, 24% of students achieving in the highest 2 bands in NAPLAN.
- 60% of students achieving greater than or equal to the minimum expected growth (80)

Target 2

Improved Literacy outcomes for all students

Strategies to achieve this target include:

- All staff to implement an uninterrupted 2 hour literacy block from 9.00am- 11.00am which has mandatory elements as described below.
- All staff to implement the 2010 Grammar and Punctuation Scope and Sequence Plan. This is to be taught explicitly and systematically.
- All staff (Years 2-6) to continue the 2009 implementation of fortnightly narratives (layout the same as NAPLAN program) as part of the school homework program.
- All staff to consistently deliver the teaching of phonics utilising the 2010 School Phonics Sequence.

Our success will be measured by:

- In Yr 3, 97% of students achieving at or above minimum standard in NAPLAN.
- In Yr 5, 90% of students achieving at or above minimum standard in NAPLAN.
- In Yr 3, 31% of students achieving in the highest 2 bands in NAPLAN.
- In Yr 5, 24% of students achieving in the highest 2 bands in NAPLAN.
- 60% of students achieving greater than or equal to the minimum expected growth (80)

Target 3

Improved levels of student engagement

Strategies to achieve this target include:

- Implement a tracking system to support and target students with low attendance rates.
- Increase in the number of students who are receiving awards.
- Implement focussed stage based social skills program to support students returning from the Satellite program.
- Establish procedures for targeted interventions for students who require additional behavioural support.
- Full implementation of the revised anti bullying policy.

Our success will be measured by:

- Increased attendance by 0.5%
- Increased number of students (10%) who are receiving awards.
- Social skills program implemented.
- Decrease in the amount of bullying in the playground

**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.

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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: