Our school at a glance

Students

Our enrolment in March, 2008 was 497, including 278 boys and 242 girls. We also had 40 pre school students.

94.1% per cent of students attended school on average each school day.

Staff

We had 36.334 members of the teaching staff in 2008. This included 7 executive staff, 19 teachers and 13 specialist support staff.

We also had a non teacher (School Administrative, General Assistant and Teachers Aide Special) entitlement of 10 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 2008. These were:

- Connected Classrooms
- Technology
- PBIS
- Dance Group
- Choir Group
- PSSA
- Aboriginal Education Program
- Technology
- Reading Recovery
- ESL Pedagogy Project

Student achievement in 2008

Literacy – NAPLAN Year 3

96% of our students in Year 3 achieved at or above the national minimum standard in NAPLAN literacy. 23% of our Year 3 students achieved in the top 2 bands in NAPLAN literacy.

Numeracy – NAPLAN Year 3

87% of our students in Year 3 achieved at or above the national minimum standard in NAPLAN numeracy. 16% of our Year 3 students achieved in the top 2 bands in NAPLAN numeracy.

Literacy – NAPLAN Year 5

87% of our students in Year 5 achieved at or above the national minimum standard in NAPLAN literacy. 19% of our Year 5 students achieved in the top 2 bands in NAPLAN literacy.

Numeracy – NAPLAN Year 5

80% of our students in Year 5 achieved at or above the national minimum standard in NAPLAN numeracy. 14% of our Year 5 students achieved in the top 2 bands in NAPLAN numeracy.

Principal's message

2008 has been a year of many achievements. These have included academic, creative, social and sport achievements which have been reported in this Annual School report.

Throughout the year many programs were evaluated and modifications will be made throughout the life span of our 2009-2011 School Plan. The Plan is divided into 3 sections-Literacy, Numeracy and Engagement.

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

2008 has been an extremely productive year for the new P&C.

I’d like to thank the staff of Granville Public School as well as the many parents who helped throughout the year. In particular thank you to Melanie Weeden, Kelly Adamson, and Leeanne Daley for their support.

It is crucial for Granville Public School to become a great school that parents become involved in their children’s school life.

2009 will see some innovative fundraising for the school which allows for the purchase of more literacy, numeracy, technology and sporting resources.

One of our ventures in 2009 is the new school website. We are currently upgrading the site and welcome all ideas.

I’ve enjoyed the last 6 months and look forward to 2009 which is ‘our year to shine’.

April Butterfield

President, P&C
Student representative's message

In 2008 the Student leadership team was given many opportunities to participate in a variety of events. We worked hard as a team and supported each other.

Highlights of the year included the many excursions which we attended. This included our 3 day excursion to Canberra.

We took the lead on Presentation Day and also in the organisation of sports equipment.

We would like to take this opportunity to wish all the 2009 Student Leadership team, the students, teachers and community members of Granville Public School the very best for 2009.

Rosaline Parker, Kep Lole, Ali Al-Mohshefner, Liza Naizmand, Odelle Luong, Beatrice Pham, Selin Atilgan, Raymond Planca

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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>245</td>
<td>262</td>
<td>264</td>
<td>278</td>
<td>269</td>
</tr>
<tr>
<td>Female</td>
<td>228</td>
<td>237</td>
<td>232</td>
<td>240</td>
<td>228</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>23M</td>
<td>3</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>23M</td>
<td>2</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>345L</td>
<td>5</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>345L</td>
<td>3</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>345L</td>
<td>4</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>3D</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4F</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>56B</td>
<td>6</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>56B</td>
<td>5</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>56L</td>
<td>5</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>56L</td>
<td>6</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>K GREEN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K RAINBOW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K RED</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes

The school functioned on a year basis (as opposed to stage) throughout 2008. This year we also introduced 3 literacy classes with varying degrees of success. The stage 1 literacy class was particularly encouraging.

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**

The school had 36.334 teaching positions allocated in 2008. This included seven executive positions (including principal), 14 mainstream teachers, five support unit teachers and 13 specialist teachers.

The teaching staff were supported by a Senior Administrative Manager, three School Administrative Officers, five Teachers’ Aides Special and a General Assistant.

<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) (on class)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities (including Assistant Principal on class)</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of 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>0.42</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>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>Community Language Teachers</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36.334</strong></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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>192 981.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>232 470.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>191 436.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>119 341.00</td>
</tr>
<tr>
<td>Interest</td>
<td>19 195.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17 526.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>772 949.00</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 62 267.00  |
| Excursions                | 28 754.00  |
| Extracurricular dissections| 43 260.00  |
| Library                   | 6 508.00   |
| Training & development    | 2 370.00   |
| Tied funds                | 163 445.00 |
| Casual relief teachers    | 85 783.00  |
| Administration & office   | 58 575.00  |
| School-operated canteen   | 0.00       |
| Utilities                 | 35 399.00  |
| Maintenance               | 28 966.00  |
| Trust accounts            | 11 571.00  |
| Capital programs          | 8 295.00   |
| **Total expenditure**     | 535 193.00 |
| **Balance carried forward**| 237 756.00 |

This year approximately $17 000 was expended on teaching resources for literacy and numeracy. This is comparable to the previous year.

A Commonwealth Grant was received by the school to fund water saving projects. The majority of this grant is still in our account as work will not be proceeding until early 2009.

Only $1 010 in general school contributions was received in 2008 as compared to $3 336 in 2007.

A full copy of the school's 2008 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.

**Staff retention**

A Deputy Principal was appointed to the school in 2007 and took up the position in 2008.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.7%.

**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>
School performance 2008

School achievements in 2008 have been significant, impacting on the learning of many students.

Academic Achievements

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)

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 2005-2007, the like school group average 2008 and the state average 2008. The information contained in the graphs should be read in conjunction with the ‘Progress on 2008 targets’ section.
Numeracy – NAPLAN Year 3

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 2005-2007, the like school group average 2008 and the state average 2008. The information contained in the graphs should be read in conjunction with the ‘Progress on 2008 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 2005-2007, the like school group average 2008 and the state average 2008. The information contained in the graphs should be read in conjunction with the ‘Progress on 2008 targets’ section.
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
The average progress in reading and writing between years 3 and 5 (for this cohort) are shown below. The information contained in the graphs should be read in conjunction with the ‘Progress on 2008 targets’ section.

### Numeracy – NAPLAN Year 5

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 2005-2007, the like school group average 2008 and the state average 2008. 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.

### 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 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and 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>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and 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>

Significant programs and initiatives

The following are major program areas of particular significance to our school.

Aboriginal education

Our school continues to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Harmony Day was celebrated this year at Granville Public School with students playing harmonious games, listening to cultural music and touring the school to see each classes Harmony Day Door display. A Harmony Hand Wall was also decorated with each student’s hand. It was an opportunity to embrace our diversity and the many benefits it brings to society.

A Torres Strait Island family group named Indigenous Dance visited the school and engaged the students from preschool to year 6 in craft, culture and dance. Students enjoyed listening to stories from an elder. They had fun making head dresses and then watched and participated in their cultural dance group.

A variety of classes and individual students were involved in painting canvases with aboriginal patterns and pictures to help decorate classrooms and corridors.

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 60 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.

Dance

The school implemented a very successful dance program throughout 2008 with students performing at many events. 50 students from years one to six made up the junior and senior dance group. The students auditioned and were proud to perform at The South-West Dance Festival, Granville Schools Spectacular held at the Opera House and the state-wide Schools Spectacular held at the Entertainment Centre and broadcasted on ABC television.

Respect and responsibility

Respect and responsibility along with safety were the school’s core focuses for 2008, while we were preparing for the introduction of the new discipline system in 2009. Strategies to promote these values included:

- The introduction of more awards for students to recognise positive behaviours.
- A simplification of the existing system while we were in transition. This was in the form of the ‘Smiley’ Award.
- The introduction of the Principal’s morning tea as a reward
- Professional development for staff to ensure consistency in the language used in discipline procedures
ESL Pedagogy Project

The ESL Pedagogy Project is a one year action learning project which aims to enhance the capacity of schools to support phase 1 and 2 ESL students, in particular refugee students, who have low levels of literacy.

The focus of the project was on scaffolding the ESL learners to improve language and literacy in the classroom. We achieved this by engaging students in a variety of rich tasks and scaffolded learning activities. The highlight was when 3S ran a class restaurant, The LunchBox Café, for a day, where the students used their knowledge of healthy food choices to great success. 3S also enjoyed filming the unit of work.

Connected Classrooms

In 2008, Granville Public School was selected to participate in the Connected Classrooms Program. The program is a NSW State Government initiative to provide Department of Education and Training (DET) staff and students with new opportunities to connect with each other across enhanced technology facilities for sharing resources and data collaboration.

PBIS

Early in the year, staff agreed to begin the process of designing and implementing a new system of student welfare and behaviour support. The new system, Positive Behaviour Intervention Support (PBIS) is a whole school approach to developing important social and learning outcomes in all students.

The new system has been created through staff consultation and the development of a series of expectations for areas of the school and specific situations.

The system, entitled Granville Galaxy will be launched in term 1, 2009. It will include weekly focus lessons that have been created for our specific context, a new reward system, parent information provided through newsletters and parent workshops.

Reading Recovery

Reading Recovery is a research-based intervention program to reduce reading and writing failure for students in Year 1. It is offered to the lowest achieving Year 1 students who have completed one year of formal schooling. The aim of the program is to accelerate student progress to the average level of their grade as quickly as possible so students may obtain maximum benefit from their classroom instruction.

During 2008, twelve students participated in the reading Recovery Program. 50% successfully completed the program. These students will be monitored during years two and three to ensure they continue to improve in literacy. This program will continue in 2009.

Technology

During 2008 we explored new and emerging technologies to support and enrich student learning.

This year the phasing out of all Macs was completed. The school is now a PC school. During term 1, a decision was made to increase the capacity of the primary lab to create a 1:1 ratio of student to computer. This necessitated the dismantling of the library computer lab. These computers were put into the Primary lab which increased the capacity to 31 computers. An infants’ lab has been constructed maximising student access to a lab setting in years K-2. In these labs teachers conduct lessons through a data projector connected to a computer, which guides students to design and complete rich projects.

During 2008, we were selected to participate in the Connected Classrooms Program. The program is a NSW State Government initiative, providing Department of Education and Training (DET) staff and students with new opportunities to connect with each other across throughout the state and internationally.

This program provided us with an interactive whiteboard and video conferencing equipment which was installed in the 3/4/5L classroom. Students are able to conduct video conferences with students from other schools and to be involved in interactive whiteboard lessons on a daily basis. Several staff members have also been involved in professional development workshops to develop their skills with these technologies.

Teacher professional development is on-going through in-house workshops. These workshops build on teacher knowledge of technology skills and how to successfully integrate technology into the classroom. Future workshops will develop rich tasks that engage student ICT learning in all KLA’s (Key Learning Areas). Collaborative planning and team teaching in technology continued with students in Kindergarten working...
on motion paths in PowerPoint, Stage 1 and 2 working with Word and PowerPoint and Stage 3 develop Internet and Email skills.

In 2008 the school entered The University of New South Wales Educational Assessment Australia competition for Computer Skills. Interested students entered the competition. Our students achieved 2 Distinctions and 8 Credits.

Transition To Kindergarten

Following the success of the 2006 Transition Program, Granville School engaged in another program to enhance the smooth transition from home to school for Preschoolers and their parents. Local preschools were contacted and asked to advertise our program and to display our folders containing photos of activities taking place at the school. Each Friday in Term 4, the preschoolers took part in activities in the kindergarten rooms while their parents meet with school community members to hear about our expectations, to learn about Kindergarten programs and to become acquainted with the school. Parents, children and members of the school community mingled over morning tea and understanding relationships were formed. The program concluded with a show case assembly which was greatly admired by the new parents. The expected outcome of providing a smoother transition to Kindergarten was reached by the children who attended the program – approximately 50% of enrolments. In the future, local preschools will be again asked to advertise our program and ways to increase attendance will be investigated. We will also identify the new students who are having difficulty making this transition and provide a program for them during Term 1.

Support Unit & Special Education

Granville Public School prides itself on being an inclusive and tolerant school. 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 we already have.

The support classes are comprised of:

- 2 classes for students with Mild Intellectual Difficulties
- 1 class for students with Moderate Intellectual Difficulties
- 1 Class for students with Hearing Difficulties and other Disabilities and
- 1 Class for students recognised as having Autism

Each of these classes has a dedicated teacher and teachers aide who support the students. The staff are dedicated special educators who are placed on the classes based on their extensive experience, knowledge and qualifications in meeting the needs of students with special needs.

In 2008 we saw the disestablishment of one of our two hearing classes due to lack of enrolments and the success of early intervention programs and inclusion of students into mainstream classes. As a result of the closure we were able to see the establishment of a dedicated Autism class to cater for students in the region. The establishment of the class has seen staff undergoing professional development and consulting with experts in the area on how to best set up the class and in how to support students coming into the class. This has been a most successful and welcomed addition to Granville Public School.

Other highlights in 2008 saw students participating in all school activities such as the School Swimming Scheme, Swimming and Athletics Carnivals and the Variety Clubs Special Children’s Christmas Party. Granville has also participated with other year 6 students at Merrylands Public School to help develop and foster friendships for students moving to special class placements in high school.

Sport

Granville Public School participated in the Winter season PSSA sport competition. We participated in Newcombe Ball, Soccer and Netball. A junior and senior team was entered for each of the sports. Over 60 students from our school participated in PSSA. The junior and senior Newcombe Ball teams competed in the semi-finals and the junior team won this season’s grand final. Everyone’s hard work and commitment is a credit to the school. AFL Rugby Clinics were run with the primary students in the school. A learn to swim program was included into our school curriculum for 10 days during September. The NSW DET School Swimming Scheme was an elementary learn to swim program that developed water confidence and provided students with basic skills in water safety and survival. The Scheme focused on non-swimmers in Years 2 and 3 but provided for non-swimmers in Years 4 to 6 as well as students with special needs. It is essential that students are aware of the importance of water safety and equipped with the necessary skills for safety and survival.
**Literacy Focus**

In 2008, teachers in K-6 maintained a consistent focus on literacy teaching and learning programs. This was achieved through whole school and stage based professional development in text types and modelled and shared reading. A whole school writing scope and sequence was developed to ensure that students were explicitly taught specific text types as well as receiving revision. A variety of reading and teacher resources was purchased to support the teaching and learning programs for students.

We also ensured that individual students’ needs were catered for and that teaching programs were guided by assessment through the introduction of programs such as Best Start, which assesses kindergarten students as they begin school. Teachers also cooperatively planned teaching and assessment tasks ensuring that students were assessed according to the same criteria.

Students requiring additional support were identified and supported though the creation of literacy support classes, reading recovery, school and district based STLA, regional literacy consultancy and participation in the ESL pedagogy project.

**Progress on 2008 targets**

2008 was the final 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 2007.

**Target 1**

*Improved student literacy skills*

Our achievements include:

- 96% of our students in Year 3 achieved at or above the national minimum standard in NAPLAN literacy
- 23% of our Year 3 students achieved in the top 2 bands in NAPLAN literacy
- 87% of our students in Year 5 achieved at or above the national minimum standard in NAPLAN literacy
- 19% of our Year 5 students achieved in the top 2 bands in NAPLAN literacy

**Target 2**

*Improved student numeracy skills*

Our achievements include:

- 87% of our students in Year 3 achieved at or above the national minimum standard in NAPLAN numeracy
- 16% of our Year 3 students achieved in the top 2 bands in NAPLAN numeracy
- 80% of our students in Year 5 achieved at or above the national minimum standard in NAPLAN numeracy
- 14% of our Year 5 students achieved in the top 2 bands in NAPLAN numeracy

**Target 3**

*Implementation of core values of NSW Public Schools*

Our achievements include:

- All staff have been involved in the implementation of PBIS professional development
- A new school discipline program has been determined ready for 2009 implementation.

**Target 4**

*Improved attendance rates for our students*

Our achievements include:

- This year attendance rates were 94.1 % as compared to 94.7% in 2007.

This will be addressed with new strategies introduced in 2009

**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 2008 our school carried out evaluations of Learning (Educational and management practice) and Mathematics (Curriculum).

**Educational and management practice**

**Learning**

**Background**

In the 2009 - 2011 School Plan the engagement of students in their learning is a priority. It has been determined that for literacy and numeracy results to improve, students need to improve their
engagement in their learning. 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, while parents and students indicated either ‘usually’ or ‘almost always’ on the 4 point scale, parents were more critical of their own practices. However, all agreed that strengths were:

- The school provides learning opportunities within a stimulating and secure environment
- The classroom is an interesting place to learn
- Students participate in lessons that are new and different

The staff indicated the following areas for improvement:

- The provision of a balance of independent and group learning activities
- Having students reflect on their own learning and engage in self assessment
- Having high expectations of the students

**Future directions**

The areas for improvement will be incorporated in the School Plan 2009 – 2011

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**Curriculum**

**Mathematics**

**Background**

As numeracy is to be a key focus area in the 2009 – 2011 School Plan, it was determined that an evaluation of the curriculum area would be undertaken. (An evaluation of the English curriculum area was undertaken in the previous year). All staff were surveyed. The survey contained 6 items with the opportunity for staff to make comment. A 5 point scale from poor to excellent was utilised.

**Findings and conclusions**

The areas of strength for the school as revealed by the survey are:

- The staff believe they have a strong ability to program from appropriate resources
- The staff have a strong knowledge and understanding of implementing the maths curriculum

The areas for further development are:

- The strengthening of the school’s maths policy and the promotion of its use
- Adequate professional development opportunities for staff
- The purchase of more resources, although most teachers agreed that during 2008 this had improved.

**Future directions**

The areas for improvement will be incorporated in the School Plan 2009 – 2011

**Parent, student, and teacher satisfaction**

In 2007 the school sought the opinions of parents, students and teachers about the school.

The school’s annual Presentation Days and the coordination of P&C meetings were the 2 areas about which we sought opinion.

**Background**

The annual Presentation Day has for many years been conducted as 2 events- P-2 and 3-6 and have followed the same format for a similar period of time.

P&C meetings have been conducted during the day and have been of an informal nature. 2007 saw P&C meetings conducted in both the evening and daytime with the President following P&C meeting guidelines.

**Findings and conclusions**

The areas for further development are:

- P&C meetings to be conducted in the daytime only as the evening meetings attracted very little attention.
- The P&C President to continue using the formal P&C Association meeting guidelines.
- The focus of the P&C to continue to be attracting parental involvement.
- The Presentation Day events to continue to be conducted in the daytime.
- The students, staff and parents determined that the format of the Presentation Days excelled previous years and that many of the new elements are to be incorporated into future events.
• Staff determined that in future years the P-2 and 3-6 Presentation Days be conducted on the same day with a 30 minute morning tea interval.

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 2007, 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 2008, $24,282 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 three Whole School Development days each year.

School development 2009 – 2011
2008 was the final year implementation of our 2006-2008 Three Year Plan.

Targets for 2009
Target 1
Improved numeracy outcomes for all students
Strategies to achieve this target include:

• Evaluate, revise and implement Mathematics Scope and Sequence
• Continue to run Count Me In Too program to improve numeracy levels in K-3
• To provide ready access to SMART Data for all staff.
• Whole school professional development in:
  o Working Mathematically
  o Utilising the CMIT/Counting On strategies across all stages
  o Backward Mapping

Our success will be measured by:

• In Yr 5, 82% of students achieving at or above minimum standard in NAPLAN numeracy
• In Yr 3, 18% of students achieving in the highest 2 bands in NAPLAN.
• In Yr 5, 16% of students achieving in the highest 2 bands in NAPLAN.
• 38% of students achieving greater than or equal to the minimum expected growth (80)
• 40% of students achieving stage exit outcomes in Mathematics

Target 2
Improved literacy outcomes for all students
Strategies to achieve this target include:

• An early focus on literacy development K-4
• ESL Pedagogy project which aims to enhance the capability of schools to support phase 1 & 2 ESL students, in particular refugee students, Aboriginal and Torres Strait Island students
• Implement “Best Start” in Kindergarten and develop teaching and learning programs based on the results.
• Implementation of Brain Gym to develop engagement through kinaesthetic activities P – 2.

Our success will be measured by:

• In Yr 3, 97% of students achieving at or above minimum standard in NAPLAN
• In Yr 5, 88% of students achieving at or above minimum standard in NAPLAN
• In Yr 3, 25% of students achieving in the highest 2 bands in the NAPLAN.
• In Yr 5, 20% of students achieving in the highest 2 bands in the NAPLAN.
• 38% of students achieving greater than or equal to the minimum expected growth (80)
• At least 40% of students achieving stage exit outcomes in English

Target 3
Improved levels of student engagement
Strategies to achieve this target include:

• Specified weeks each term for staff to contact parents (letters/phone calls /interviews) regarding follow up of attendance issues
• Attendance rewards each term for absences of 1 day or less
• Explicit teaching of positive behaviours (PBIS)
• Teachers closely monitoring & evaluating quality of student work

Our success will be measured by:

• Increase in attendance by 0.5% (from 2008)
• Decrease in number of incidents of student aggression and/or violence by 20%
• Improved student satisfaction by 10%
• Increase in amount of time students ‘on-task’ by 20%
• 20% increase in parents understanding of school expectations for learning.

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