Our School at a glance

Students
Granville Public School caters for students from a wide diversity of backgrounds. In July 2012, the enrolment was 500 students and included 278 boys and 222 girls. We also had 40 preschool students.

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

Significant Programs and Initiatives
In 2012 the school implemented a number of highly successful programs to provide students with extra educational support and opportunities. These were:

- Reading Recovery
- Focus on Reading
- Language Literacy and Learning (L3) Program
- Targeted Early Numeracy (TEN) Program
- Learning Assistance Mentor Program (LAMP)
- Bright Sparks Homework Program for refugee students.
- Positive Behaviour Intervention Support (PBIS)
- Dance Groups
- Junior and Senior Choirs
- PSSA
- Aboriginal Education Program
- New Arrivals Program

Student Achievement in 2012
In literacy our achievements include:

- In Year 5, NAPLAN results show the following percentages of students achieved at, or above, the minimum standard – reading 73%, writing 70%, spelling 79%, grammar and punctuation 69%.
- In Year 3, NAPLAN results show the following percentages of students achieved proficiency – reading 22%, writing 35%, spelling 45%, grammar and punctuation 35%.
- In Year 5, NAPLAN results show the following percentages of students achieved proficiency – reading 5%, writing 5%, spelling 33%, grammar and punctuation 14%.

In numeracy our achievements include:

- In Year 3, 86% of students achieved at, or above, the minimum standard in NAPLAN.
- In Year 5, 79% of students achieved at, or above, the minimum standard in NAPLAN.
- In Year 3, 20% of students achieved proficiency in NAPLAN.
- In Year 5, 7% of students achieved proficiency in NAPLAN.

Messages

Principal’s Message
2012 has been another year of great achievement at Granville Public School. Academically, students have made enormous gains. Our NAPLAN growth data shows well above state average growth in both literacy and numeracy. A number of our students were successful in gaining places in selective high schools. In the arts our students shone, particularly our dance group and our senior choir who performed at the Opera House as part of ‘Our Spectacular’. This year the school increased its focus on music. Students in K-2 classes learnt to play percussion instruments and the xylophone and students in Years 3-6 learnt to play the recorder. In sport, our PSSA teams excelled. We also had two students represent the school in the finals of the State Athletics Carnival.
Parent participation increased as many parents attended special events such as the school Olympathon, the book character parade, Open Day and school assemblies. School run parent workshops and information sessions were also well attended.

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.

Linda Barry
Principal

The staff dressed up for the Book Character Parade

Parents & Citizens’ Message
At our AGM this year we had 3 new parents voted in as part of the Executive P&C Committee, with this new committee came along lots of fresh ideas and a lot of enthusiasm. We also have a new mum who has taken over the P&C run uniform shop. At the first general P&C meeting it was decided that the uniform shop needed a makeover and it is now a very bright and pleasant place to purchase uniforms. Since the makeover the uniform shops profits have significantly increased.

We have also introduced a playground beautification committee and this team has created a native garden which is located between the uniform shop and the lift to the library. The committee is currently in the process of updating the mural which is located on the back of the primary toilet block.

School banking is a successful initiative that we took on this year and each week it continues to grow.

The P&C together with the school have been fundraising for air conditioning for classrooms. We helped in the organisation of the olympathon and organised a multicultural food day which brought together our school community. We also organised a very successful trivia night. All money raised from both these events and other fundraisers has helped purchase three air
conditioning units which will be installed at the end of March 2013.

I would personally like to thank the P&C Executive Committee for all of their hard work. We have certainly had a very productive year and I personally couldn’t be prouder of our achievements.

April Butterfield
P and C President

Student Representatives’ Message
In 2012, the Student Representative Council (SRC) had opportunities to build upon their leadership skills. Earlier in the year, the SRC created posters and an activity to celebrate Autism Day. They also organised an exciting disco to raise funds and purchase a variety of plants and shrubs for the new garden beds. These plants and shrubs were planted and watered by the SRC students.

By selling products, the SRC helped fund a show to support students’ self-confidence and positive social interaction skills. Plans that can be used in the playground by the SRC to encourage positive behaviours were discussed. An estimating competition was held to raise money to buy rosemary plants and pots for near the flagpole. Now all students can wear rosemary at ANZAC Day and Remembrance Day ceremonies.

Finally, the SRC was involved in a project aimed at helping social networks by inviting a partner to join in the construction of a scarecrow for the garden beds.

Congratulations to the 2012 SRC for their reliability, caring and hardworking efforts.

Sahar Asghari, 5/6H

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.
whose children are absent on a more regular basis.

**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</td>
</tr>
<tr>
<td>Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disorder Autism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Preschool</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Multi-categorical Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.815</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.6</td>
</tr>
<tr>
<td>Teacher of Community Languages</td>
<td>1.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.7</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.982</td>
</tr>
<tr>
<td>Total</td>
<td>49.697</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One staff member has indicated that she is of an 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>65%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35%</td>
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</tbody>
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**Financial Summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$263,790.62</td>
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<tr>
<td>Global funds</td>
<td>$300,232.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$317,578.63</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$123,199.63</td>
</tr>
<tr>
<td>Interest</td>
<td>$13,876.29</td>
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<tr>
<td>Trust receipts</td>
<td>$10,083.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$1,028,760.85</td>
</tr>
</tbody>
</table>

**Expenditure**

The school carried forward $263,790.62 from 2011 and this combined with the $764,970.23 received throughout the year, gave total funds of $1,028,760.85. Of this, $27,383.76 was spent on Key Learning Areas. $84,668.75 was spent on casual relief teachers, which was a slight decrease over the previous year. A total balance of $379,910.81 carried over to 2013.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School Performance 2012**

**Achievements**

**Arts**

In 2012, students K-6 participated in class activities in dance, drama, music and visual arts. Students also performed dance, drama and
musical items during regular whole school assemblies.

Music was a whole school focus this year and through our Release from Face to Face (RFF) program, students participated in targeted programs that developed their understandings of a range of musical concepts and introduced them to playing a range of musical instruments. These included percussion and xylophones in K-2 and recorders in 3-6.

Our dance and choir performed in ‘Our Spectacular’ at the Opera House, as well as at school events such as ‘Kids for Kindy’ and the Education Week Open Day assembly.

Sport

Sport provides students with the opportunity to develop skills, strategy, responsibility and values. This year there were 140 students (boys & girls) who represented Granville Public School in Summer and Winter season competition in the Primary Schools Sport Association (PSSA). The sporting teams were: Summer PSSA - AFL, Tetherball, Soft ball, Winter PSSA – Soccer, Newcombe Ball and Netball. Our Junior and Senior Soccer teams and our Senior Newcombe Ball team competed in the semi-finals; all teams proceeded to the finals with the senior Soccer team winning this year’s grand final. All teams in both seasons were great ambassadors for our school through their demonstration of sportsmanship and sporting ability.

During Term 1 students in Years 2 - 6 were given the opportunity to attend the learn to swim program at Granville Swimming Pool. There were also many outstanding individual performances in the sporting field. There were 39 students representing Granville Public School at the District Cross Country and 6 students went on to represent at the Regional Cross Country. Our annual Athletics Carnival was held at Blacktown Olympic Park, 34 students represented Granville Public School at the District Athletics Carnival, 8 went on to represent at Regional level and 2 outstanding students represented at the NSW PSSA State Carnival.

PSSA State Finalists
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)

Reading – NAPLAN Year 3

Numeracy – NAPLAN Year 3

Reading – NAPLAN Year 5
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant Programs and Initiatives**

**Aboriginal Education**

Our commitment to support Aboriginal students and to assist all students to develop their understanding and respect for Aboriginal history and culture was continued throughout the year. Personal Learning Plans were developed in consultation with parents and caregivers and implemented for each Aboriginal student. Our Aboriginal students were also invited to attend an excursion to Duck Creek, where they learned about local history.

**Excursion to Duck River**

**Multicultural Education**

The School Plan states that English as a second language (ESL) pedagogy will be evident in all teaching programs. To this end, teachers have received professional development from the Highly Accomplished Teacher (HAT) in ESL strategies, resources have been developed and the HAT and English as a Second Language (ESL) teachers have demonstrated teaching strategies to teachers during class visits and team teaching.

During the year, Granville Public School has provided an extensive New Arrivals Program.
Students have worked in very small groups to achieve outcomes. Phase 2 and 3 students have been catered for by both “in class” support by ESL teachers and by an additional 2 hours per week of an ESL program occurring during the RFF timetable.

Several teachers have had the opportunity to take part in the ESL Pedagogy Program which has provided additional professional development in ESL pedagogy and strategies. The students have benefited by becoming engaged in rich tasks in which these strategies have been imbedded.

**National Partnership Programs**

2012 was our final year on the Low Socio-Economic Status School Communities National Partnerships Reform Extension (2) Initiative. The program has provided us with extra funding to employ staff, provide professional development and purchase resources. A significant aspect of the initiative has been the employment of a Highly Accomplished Teacher, who has worked in classes with teachers to provide innovative and tailored learning opportunities for students. The program has also allowed the school to employ a Community Liaison Officer one day per week to strengthen parent partnerships with the school. The school has used funding from the initiative to provide professional development for teachers in the areas of oral language by engaging the services of a team of speech therapists, phonics and phonemic awareness for K-2 teachers and reading comprehension support for Year 3-6 teachers. Resources to support students purchased throughout the program include 2 interactive whiteboards, 24 netbook computers and 16 ipads.

**Parent Programs**

Many parents became more aware of the importance of school excursions by attending our first parent excursion. About twenty parents joined our Community Liaison Officer and ESL teacher in an outing to Manly Aquarium. During the excursion they were invited to participate in some activities that the students in Stage 1 would be doing later in the term on their excursion. Parents later spent time in a Stage 1 class being interviewed by the students on what they had learned about marine life. Parents reported that they had enjoyed their experience as a social event as well as learning about the value of school excursions. At the request of the parents, other parent excursions were organised including one to Sydney Rocks area to learn about the history of Sydney.

During workshops, parents were also given the opportunity to become more familiar with NAPLAN, take part in a behaviour management program and be introduced to the speech pathology program operating in the school.

Parent Excursion to The Rocks

Parent Information Session
Granville Public School Support Unit comprises 5 specialist classes for students with a range of additional support needs. We have 2 classes for students with a Mild Intellectual Disability, 1 class for students with a Moderate Intellectual Disability, 1 class for students with Autism and 1 Multi-categorical class. In 2012 we had almost 50 students enrolled and with a School Learning Support Officer supporting each class we have been able to offer dynamic opportunities for students to work towards their personal goals.

Students in the Support Unit have opportunities to integrate and engage with students and staff in the wider school community. In addition we incorporate activities to develop and practise life-skills, social skills and communication including weekly community access walks to local parks and shops, gardening, reading with the preschool and excursions. Our students had the opportunity to participate in the School Swimming Scheme and have enjoyed excursions to Darling Harbour, a Multi Sports Day for Students with Disabilities and Music 4 Health.

Granville Galaxy Program

The Student Welfare Committee evaluated the Granville Galaxy policy and the processes involved leading to the Granville Galaxy Star Award and Satellite System. It was determined that to decrease the number of students reaching Satellite another step needed to be introduced enabling the students to reflect on their behaviour and to make appropriate choices and changes. The introduction of the Orbit Card has provided students with the opportunity to reflect on the behaviours that were leading them to Satellite, and through discussion with the staff involved, were able to make better choices about their behaviour both in the classroom and playground. As a result, students have started to develop a better understanding of ownership of, and responsibility, for their behaviour and the relationship between behaviour and consequence. This should ultimately lead to improved behaviour and fewer students being placed on Satellite.

Changes made to increase the number of students reaching the Gold Award included colour coding the Granville Galaxy star awards to link directly to the school's expectations. This enables the students to focus on specific behaviours, allowing more access to the Gold Award. To further encourage the students, recipients of the Gold Award will be issued with a gold star pin to be worn at school. Students have reacted positively to this form of recognition and are aiming to reach this goal.
Bright Sparks Homework Program

Bright Sparks is an after school homework and activities group offered to children from refugee families in Kindergarten to Year 6. It helps children develop confidence in themselves as they are supported to understand and complete school work, enjoy creative and recreational activities and interact and develop relationships.

The weekly afternoon homework sessions are held after school each Thursday from 3-4pm. The sessions are supervised by teachers and run by local community volunteers who are trained for this specific purpose through the St Vincent De Paul Society NSW and has funding from the Australian Government Department of Immigration and Citizenship under the Settlements Grant Program. The student-to-volunteer ratio is at least one volunteer to two students; in many cases it is one-to-one.

On average eighteen to twenty students attend each week; the program has proved to be very popular with the students.

Reading Recovery 2012

This has been a successful year for Reading Recovery. Eight students were taught each day by two teachers. 22 students have participated in Reading Recovery, including 2 carry-over students from 2011 who both completed the program this year. 19 Year 1 students have successfully completed the program and 3 students were referred for further learning support.

Progress on 2012 Targets

2012 Literacy and Numeracy targets included:

- increase the percentage of students in Year 3 achieving proficiency bands in NAPLAN reading from 9% to 15%;
- increase the percentage of students in Year 5 achieving at, or above, minimum standard in NAPLAN reading from 61% to 70%;
- increase the percentage of students in Year 5 achieving proficiency bands in NAPLAN reading from 12% to 15%;
- increase the percentage of Year 5 students who achieve above state average growth between Year 3 and Year 5 in NAPLAN reading from 35% to 45%;
- increase the percentage of students in Year 3 achieving at, or above, minimum standard in NAPLAN numeracy from 78% to 80%;
- increase the percentage of students in Year 3 achieving proficiency bands in NAPLAN numeracy from 11% to 15%;
- increase the percentage of students in Year 5 achieving at, or above, minimum standard in NAPLAN numeracy from 80% to 82%;
- increase the percentage of students in Year 5 achieving proficiency bands in NAPLAN numeracy from 14% to 20%; and
- increase the percentage of Year 5 students who achieve above state average growth between Year 3 and Year 5 in NAPLAN numeracy from 69% to 75%.

Our achievements include:

- 93% of Year 3 students achieved at, or above, minimum standard in NAPLAN reading;
- 65% of Kindergarten students are reading at or above Reading Recovery level 8, 88% of Year 1 students are reading at, or above, Reading Recovery level 16, and 74% of Year 2 students are reading at or above Reading Recovery level 24;
- 22% of students in Year 3 achieved proficiency bands in NAPLAN reading;
- 86% of students in Year 5 achieved at or above the minimum standard in NAPLAN reading;
• 48% of students achieved above state average growth between Year 3 and Year 5 in NAPLAN reading;
• 91% of Year 3 students achieved at, or above, minimum standard in NAPLAN numeracy
• 20% of Year 3 students achieved proficiency bands in NAPLAN numeracy; and
• 92% of Year 5 students achieved at, or above, minimum standard in NAPLAN numeracy.

2012 Student Engagement and Attainment targets included:
• increase the use of technology to enhance student learning;
• increase by 10% the percentage of students participating in transition programs – Preschool to Kindergarten and Year 6 to Year 7;
• increase student attendance;
• reduce the number of student suspensions by 20%; and
• increase parent participation in school activities.

Our achievements include:
• the school increased the number of parent workshops and information sessions held throughout the year and these were well attended by parents. Two parent excursions were also well attended; and
• suspensions were reduced by 13%.

Preschool students using their new ipads

2012 Leadership and Management targets included:
• all executive staff participate in school leadership professional development program;
• 10% or more of permanent teachers participate in an aspiring leaders’ development program; and
• 100% of teachers participate in a professional learning program to develop teachers as leaders.

Our achievements include:
• all executive staff participated in the executive development program;
• 15% of permanent teachers participated in the aspiring leaders’ development program; and
• all teachers participated in professional learning to develop teachers as leaders.

School Evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of planning.

Planning
In line with our policy of rigorous self-evaluation and in order to establish our future directions the school conducted a survey regarding planning using a questionnaire designed by the school. Parents, students and staff completed the surveys.

Findings and Conclusions
In general, parents, students and teachers indicated either almost always or usually on the survey.

Particular strengths of the school’s planning as indicated by parents included:
• 98% of parents believe that the main purpose of the school’s targets is to improve students learning outcomes;
• 86% of parents indicated that school planning documents are developed with the support of the staff, students and parents; and
• 83% of parents felt that the school’s planning is responsive to emerging needs.

Parents indicated areas for improvement as:
• the school should encourage parents to read the school plan through promotion in the school newsletter, at parent meetings and by advising that a copy of the plan is available on the school website; and
• increase parent participation in school planning through forums such as the school’s Parents and Citizens association.

Particular strengths of the school’s planning as indicated by students included:
• 66% of students believe that students are sometimes involved in decisions about what the school does. They believe that student leaders and members of the Student Representative Council put forward their ideas; and
• 76% of students indicated that they are sometimes made aware of what the school purchases and why.

Students indicated areas for improvement as:
• increase opportunities for students to participate in decision making.

Particular strengths of the school’s planning as indicated by teachers included:
• 96% of teachers believe that a comprehensive School Management Plan is implemented;
• 100% of teachers considered the main purpose of the school’s targets is to improve student learning outcomes;
• 63% of teachers indicated that school planning documents are developed with the support of staff, students and parents;
• 100% of teachers believe that the school plan is accessible; and
• 96% of teachers believe that the school plan is communicated to all staff.

Teachers indicated areas for improvement as:
• increasing parent and student participation in developing the school’s plan.

Future Directions
The 2013 School Management Plan to set out strategies to increase parent and student participation in school planning. Key strategies include:
• regular parent meetings where school policy and planning is discussed; and
• increase student participation in developing school policy and planning through formal meetings with student leaders and student representatives.

Curriculum
Throughout 2012 music was an area of focus for weekly programs. The school surveyed teachers and students to evaluate this curriculum area. Teachers reported:

Findings and Conclusions
• increased student engagement in music lessons as a result of the focus on music for the Release from Face to Face (RFF) program; and
• that students have gained deeper understanding of musical concepts due to regular music lessons.

Students reported
• 93% of Stage 1 students indicated that they liked or enjoyed learning to play the Xylophone, 92% of Stage 2 and 100% of Stage 3 students indicated that they liked or enjoyed learning to play the recorder.

Future Directions
Key strategies to include:
• establish a dedicated music room;
• purchase additional xylophones; and
• purchase recorders for the use of Stage 1 students.

Professional Learning
Professional Development of all staff was a focus for 2012. A Professional Learning Team was established and each teacher was supported to develop a personalised professional learning plan that was aligned to school focuses, students’ learning needs and the professional teaching standards.
All staff participated in a variety of mandatory training sessions including child protection, CPR, Emergency Care and Non-Violent Crisis Intervention.

Stage 2 and Stage 3 teachers continued their participation in Focus on Reading training. This program assists teachers to develop their skills in the teaching of reading, with a particular focus on comprehension.

To continue to enhance early literacy and numeracy development, the school continued participation in the Best Start program. Teachers in Kindergarten and Stage 1 continued to receive professional development and support for this program, which was expanded to include the support unit.

The school participated in an ESL pedagogy project which included consultancy support and professional learning in teaching strategies that target the unique learning needs of ESL learners. We continued our participation in Instructional Rounds, with a community of schools network group. This project is aimed at improving pedagogy through teachers and executive staff observing teachers’ practice and analysing learning.

The school introduced the process of ‘Lesson Study’, an initiative that involves teachers collaboratively planning a lesson, teaching and observing the lesson and providing feedback and refining the lesson. The process has been very beneficial in refining teachers’ practice.

The executive team participated in an executive professional development program as well as an executive network that involved an external consultant. The focus of these programs included using effective formative assessment to drive class programs and introducing the Australian and the national curriculum. Understandings from these sessions have significantly impacted on the quality of teaching and programming across the school.

School based professional development aligned to school focuses also occurred throughout the year. This has included the embedding of Learning Intentions, Success Criteria and Reflection (LISCR) with the LISCR coordinator developing skills in teaching numeracy with the Targeted Early Numeracy (TEN) facilitator and developing ICT skills with our Technology coach. As part of the National Partnerships program, teachers have also had the opportunity to work with the Highly Accomplished Teacher to further develop their practice.

School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1

Outcome for 2012–2014

Improve outcomes for all students in literacy and numeracy

2013 Targets to achieve this outcome include:

- increase the percentage of students in Year 3 achieving at, or above, the minimum standard in NAPLAN reading from 93% to 95%;
- increase the percentage of students in Year 3 achieving proficiency bands in NAPLAN reading from 22% to 25%;
- increase the percentage of students in Year 5 achieving at, or above, the minimum standard in NAPLAN reading from 86% to 88%;
- increase the percentage of students in Year 5 achieving proficiency bands in NAPLAN reading from 5% to 12%;
- increase the percentage of Year 5 students who achieve, or exceed, expected growth between Year 3 and Year 5 in NAPLAN reading from 61% to 64%;
• increase the percentage of students in Year 3 achieving at, or above, minimum standard in NAPLAN numeracy from 91% to 93%;
• increase the percentage of students in Year 3 achieving proficiency bands in NAPLAN numeracy from 20% to 25%;
• increase the percentage of students in Year 5 achieving at, or above, minimum standard in NAPLAN numeracy from 92% to 94%;
• increase the percentage of students in Year 5 achieving proficiency bands in NAPLAN numeracy from 7% to 14%;
• increase the percentage of Year 5 students who achieve, or exceed, expected growth between Year 3 and Year 5 in NAPLAN numeracy from 57% to 61%;
• increase the percentage of students who attain Best Start grade appropriate levels, or beyond, in literacy from 78% to 80% in Early Stage 1 by the end of Term 4;
• increase the percentage of students who attain Best Start grade appropriate levels, or beyond, in literacy from 82% to 85% in Stage 1 by the end of Term 4;
• increase the percentage of students who attain Best Start grade appropriate levels, or beyond, in early arithmetical strategies from 81% to 84% in Early Stage 1 by the end of Term 4; and
• increase the percentage of students who attain Best Start grade appropriate levels, or beyond, in early arithmetical strategies from 80% to 84% in Stage 1 by the end of Term 4.

Strategies to achieve these targets include:
• continue to implement a comprehensive professional learning program to strengthen teachers’ capacity to improve student achievement in literacy;
• implement a focused literacy intervention program;
• professional learning to develop teachers’ knowledge of English as a Second Language pedagogy;
• continue to develop staff expertise in the use of SMART Data to inform teaching and learning;
• literacy and numeracy programs collaboratively planned on a five week cycle, and informed by Best Start, SMART and school based data;
• purchase additional resources to increase variety of texts for reading;
• maintain whole school tracking data base (Edu Pro) to ensure systematic monitoring of student progress in literacy and numeracy;
• individual Learning Programs prepared for students at risk of not meeting grade expectations in literacy and numeracy and for Aboriginal and refugee students to ensure embedding of tailored learning opportunities across the school;
• continue uninterrupted two hour daily literacy block (5 days per week);
• dedicated one hour daily numeracy block, (5 days per week) or minimum 5 hours per week;
• maintain explicit use of Newman’s Error Analysis with Problem of the Day to be included in all classes;
• continue TEN program in all K-2 classes;
• increase the profile of mathematics across the school community; and
• Lesson Study with a Quality Teaching focus. Teachers in stage based teams use Lesson Study action learning to plan, teach, observe and evaluate lessons.

School Priority 2

Outcome for 2012–2014

Increase student engagement and attainment.

2013 Targets to achieve this outcome include:
• increase the use of technology to a minimum of one lesson per day or one hour per day to enhance student learning; and
• increase by 10% the percentage of students participating in transition programs – Preschool to Kindergarten and year 6 to Year 7;
• increase student attendance to state average or above;
• reduce the number of student suspensions by 10% over 2012; and
• increase parent participation in school activities.

Strategies to achieve these targets include:
• professional learning to increase staff knowledge and skills in the use of technology in classrooms;
• promote and maintain Granville Galaxy Program;
• continue to enhance communication with families through parent programs; and
• work in collaboration with St Vincent’s De Paul Society to maintain a homework program for refugees.

School Priority 3

Outcome for 2012–2014
Increase the leadership capacity of all teaching staff.

2013 Targets to achieve this outcome include:
• 100% of executive staff participating in school leadership professional development program;
• 10% or more of permanent teachers participating in an aspiring leaders’ development program; and
• 100% of teachers participating in professional learning programs to develop teachers as leaders.

Strategies to achieve these targets include:
• increase leadership capacity through executive professional development program and aspiring leaders’ program; and
• increase professional dialogue to improve pedagogical practice and leadership through Instructional Rounds.

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.

Linda Barry (Principal)
Ian Milligan (Highly Accomplished Teacher)
Jodie Landon (Assistant Principal)
Shani Gale (Assistant Principal)
Angela Luongo (Assistant Principal)
Lisa Butters (Assistant Principal)
Therese McFarlane (Assistant Principal)
Meredith Stanger (Class Teacher)
Glenn Swainson (Class Teacher)
Sarah Huynh (Class Teacher)
Joanne Hillsley (Class Teacher)
Anita Semaan (Class Teacher)
Zena Zermali (Community Liaison Officer)
April Butterfield (President Parents and Citizens Association)

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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: http://www.schools.nsw.edu.au/asr