Granville Public School
Annual School Report
Our school at a glance

Students
Granville Public School caters for students from a diversity of backgrounds. In February 2011, the enrolment was 491 and included 268 boys and 223 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 2011 the school implemented a number of highly successful programs to provide students with extra educational support and opportunities. These were:
- Technology
- Positive Behaviour Intervention Support (PBIS)
- Dance Group
- Choir Group
- PSSA
- Aboriginal Education Program
- Reading Recovery
- Targeted Early Numeracy (TEN) Program
- Focus on Reading
- Language Literacy and learning (L3) Program
- Learning Assistance Mentor Program (LAMP)
- Sound and Vision Concert
- Debating

Student achievement in 2011
In Numeracy our achievements include:
- In Year 3, 78% of students achieved at or above the minimum standard in NAPLAN.
- In Year 5, 80% of students achieved at or above the minimum standard in NAPLAN

In literacy our achievements include:
- In Year 3, 11% of our students achieved in the highest two bands in NAPLAN
- In Year 5, 14% of students achieved in the highest two bands in NAPLAN

Messages
Principal’s message
This year Granville commenced the Low Socio-Economic Status School Communities National Partnerships Reform Extension (2) Initiative. This program has already had an impact on student learning. A range of teacher professional learning aimed at improving teacher quality and providing innovative and tailored learning opportunities for students has commenced. A Highly Accomplished Teacher, Mr Ian Milligan, is working in classrooms with teachers to develop their skills in providing quality teaching and learning. The partnership has also allowed us to engage the services of a Community Liaison Officer, Ms Zena Zamerli, one day per week. This has significantly improved communication between the school and families. New teaching resources have been purchased.
with funds from the program. 2012 will be our final year with the partnership program and the school has planned a number of initiatives to ensure that the funds continue to be used to maximise student learning.

Once again the school’s NAPLAN results were pleasing in the area of student growth in both literacy and numeracy. These results are consistent with school data.

2011 has been a very productive and successful year for Granville Public School. 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

P & C
This year we lost the help of a long standing member of our P&C, Kelly Adamson, as her son Luke moved on to high school. She not only ran a very successful uniform shop but she brought a lot of enthusiasm to the P&C. Elizabeth Gray has volunteered her time to be the new uniform shop co-ordinator, she also has a great team of mums (Karina Elder & Leeann Daily) who support her. The P&C along with the rest of the school, really appreciate the time devoted to this important job.

The P&C parent group has grown this year, with a lot more mums, dads and grandmas volunteering their time to help out on cake stalls, tea and coffee stalls, kindergarten orientation, collecting money for mufti days and baking or buying cakes muffins and biscuits for cake stalls. This is greatly appreciated by the regular helpers as this allows all of us time to spend with our kids on days like education week, book parades etc.

The P&C donated $3000 to the school this year. This money will go towards the cost of the new playground markings which the children can enjoy at lunch and recess time. It also brings the classroom outdoors.

We have already organised some fundraisers for 2012 which include a social night to welcome new families of Kindergarten children, family portraits for Mother’s Day and a few more surprises. Your ongoing support of the P & C is greatly appreciated as all money raised goes towards our children’s futures. If you can’t make meetings or volunteer time, then please encourage your children to participate in mufti days, or buy a cup of tea/coffee or donate items like uniforms that no longer fit your children, tea, coffee, milk or packet cake mixtures etc.

I have enjoyed being the President of Granville Public School’s P&C and would like to thank all the committee members for their hard work. I would also like to thank everyone who has volunteered their time throughout the year.

April Butterfield
P&C President

Student representatives’ message

In 2012 members of the Student Representative Council (SRC) developed their understanding of the roles and responsibilities of the SRC. They used a respectful, collaborative and inclusive process to suggest, plan, implement and evaluate the activities undertaken.

By selling products, the SRC assisted the funding of a show to promote students’ self-confidence and positive social skills. Strategies that could be used in the playground by the SRC to promote positive behaviours were discussed. A guessing competition was held to raise money which will be used to purchase rosemary plants and pots to be placed near the flagpole so that all students may wear rosemary at ANZAC Day and Remembrance Day ceremonies.

Finally, the SRC engaged in a project aimed at promoting inclusion and developing social networks, by inviting a peer to join in the design and construction of a school scarecrow for the students’ gardens.

Congratulations to the 2012 SRC for their responsible, caring and creative efforts.

Hilary Lim and Mohamad Farroukh
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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>278</td>
<td>269</td>
<td>267</td>
<td>277</td>
<td>273</td>
</tr>
<tr>
<td>Female</td>
<td>240</td>
<td>228</td>
<td>213</td>
<td>207</td>
<td>220</td>
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</table>

Student attendance profile
In 2011 attendance rates were slightly lower than the previous year but were above state and region rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
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<td>K</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>92.9</td>
<td>94.8</td>
<td>94.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.8</td>
<td>96.0</td>
<td>94.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.3</td>
<td>95.7</td>
<td>95.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.1</td>
<td>96.4</td>
<td>95.4</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>93.9</td>
<td>96.3</td>
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</tr>
<tr>
<td>6</td>
<td>93.9</td>
<td>96.4</td>
<td>96.7</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>94.1</td>
<td>93.6</td>
<td>95.8</td>
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<table>
<thead>
<tr>
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<td>94.4</td>
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</tr>
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<td>93.4</td>
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<td>94.1</td>
<td></td>
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<tr>
<td>2</td>
<td>93.9</td>
<td>94.7</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>Total</td>
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<td>92.4</td>
<td>94.7</td>
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<table>
<thead>
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<th>State DEC</th>
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<th>2010</th>
<th>2011</th>
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<td></td>
<td></td>
</tr>
<tr>
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<td>93.7</td>
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<tr>
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<td>94.4</td>
<td>94.2</td>
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<tr>
<td>3</td>
<td>94.1</td>
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<td></td>
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<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
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<tr>
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</tr>
<tr>
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<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance
At Granville Public School all teaching staff are responsible for encouraging and monitoring student attendance. Staff will make initial contact with parents should any attendance issues arise. A member of the executive staff, along with the Home School Liaison Officer, will contact parents whose children are absent on a more regular basis.
Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K BLUE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>PURPLE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>RED</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YELLOW</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/1S</td>
<td>1</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>1/2Z</td>
<td>2</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>1C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1D</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>K/1S</td>
<td>1</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>1/2Z</td>
<td>2</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>3/4C</td>
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<tr>
<td>3/4K</td>
<td>3</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>3/6H</td>
<td>5</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>5/6J</td>
<td>5</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5/6K</td>
<td>5</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>5/6J</td>
<td>6</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>5/6K</td>
<td>6</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

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>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Multi-categorical Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Preschool</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Emotional Disorder Autism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.815</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>2.6</td>
</tr>
<tr>
<td>Teacher of Community Languages</td>
<td>1.4</td>
</tr>
<tr>
<td>Release From Face to Face Teacher</td>
<td>1.386</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>48.283</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on 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>62%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>38%</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
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>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>264,563.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>259,784.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>205,536.67</td>
</tr>
<tr>
<td>School &amp; Community Sources</td>
<td>127,317.47</td>
</tr>
<tr>
<td>Interest</td>
<td>15,144.75</td>
</tr>
<tr>
<td>Trust Receipts</td>
<td>11,916.80</td>
</tr>
<tr>
<td>School Operated Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>884,263.04</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key Learning Areas         | 37,838.38  |
| Excursions                 | 40,148.93  |
| Extracurricular Activities | 26,138.18  |
| Library                    | 6,559.47   |
| Training & Development     | 8,667.29   |
| Tied Funds                 | 214,574.48 |
| Casual Relief Teachers     | 92,560.44  |
| Administration & Office    | 67,033.02  |
| School Operated Canteen    | 0.00        |
| Utilities                  | 53,888.41  |
| Maintenance                | 30,279.06  |
| Trust Accounts             | 13,603.66  |
| Capital Programs           | 29,181.10  |
| **Total Expenditure**      | 620,472.42 |
| **Balance carried forward**| 263,790.62 |

The school carried over $264,563.92 from 2010 and this, combined with the $619,699.12 received throughout the year, gave total funds available of $884,263.04. Of this, $37,838.38 was spent on Key Learning Areas, mostly literacy resources. $92,560.44 was spent on casual relief teachers, which was an increase over the previous year, giving a total balance of $263,790.62 carried over to 2012.

A full copy of the school’s 2011 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.

School performance 2011

Achievements

Arts

Performing arts was a focus area for the school in 2011. Our annual ‘Sound and Vision’ was a huge success this year. The whole school production featured performances that included every student and was enjoyed by over 800 audience members.

Our Kindergarten, Year 1 and Year 2 students enjoyed attending a performance of the Sydney Symphony Orchestra. Students K-6 participated with much enthusiasm in the Musica Viva program and were entertained with the live performance of ‘Beauty and the Beast’.

Our Dancers and the choir performed in ‘Our Spectacular’ at the Opera House, as well as at a number of school events including the Education Week assembly and the ‘Kids for Kindy’ assembly.

Sport

There were many outstanding individual achievements in the sporting arena in 2011. In swimming, two students qualified for the Regional competition. Our Cross Country runners also represented the school well with seven students qualifying to Regional level. The athletics carnival was a very successful day. Seven of our students participated at Regional level and one very talented student qualified for State.

The school had over one hundred students who participated in the Primary Schools’ Sports Association (PSSA) games this year. The Senior Soccer team ended the season as premiers.

Students enjoyed participating in the ‘Sports in Schools’ Program which ran throughout Term 2.
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)

Literacy – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](image)

![Percentage in bands: Year 3 Writing](image)

![Percentage in bands: Year 3 Spelling](image)

![Percentage in bands: Year 3 Grammar & Punctuation](image)
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Percentage in bands:
Year 3 Numeracy

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation
Numeracy – NAPLAN Year 5

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 minimum standard in 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>66.7</td>
</tr>
<tr>
<td>Writing</td>
<td>75.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>76.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>71.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77.8</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above minimum standard in 2011

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>61.4</td>
</tr>
<tr>
<td>Writing</td>
<td>76.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>73.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80.3</td>
</tr>
</tbody>
</table>

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

Significant programs and initiatives

Aboriginal education

Our 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 care givers and implemented for each Aboriginal student attending the school. A NAIDOC week assembly and performance was held and followed up with in class activities to consolidate learning.

Multicultural education

Granville Public School has a diverse student population. The school has specialist English as Second Language Teachers who work in classrooms with small groups to support students who are still learning English. In 2011 the New Arrivals Program for students who have been in Australia less than 12 months, was reviewed and improved. Arabic and Chinese Community Language teachers worked with children to ensure that they retain their home language. A special program for refugee students was implemented in collaboration with Sydney University.

National partnership programs

In 2011 the school embarked upon the first year of the Low Socio-Economic Status School Communities National Partnerships Reform Extension (2) Initiative. As part of this program the school was able to employ a Highly Accomplished Teacher, who has worked in classes with teachers to provide innovative and tailored learning opportunities for our students. The program has also enabled teachers to participate in professional learning to increase their knowledge and skills, particularly in the area of teaching literacy and numeracy. Additional teaching resources were purchased and used across the school. Technological resources, including two additional interactive whiteboards and 24 notebook computers, were purchased and are being used extensively by students. A Community Liaison Officer was employed one day per week to increase parent partnerships with the school.

Other programs

Parent Programs

In 2011, the Community Liaison Officer was at school each Tuesday. The Coffee Club was established for parents to meet at school once a month. Through this initiative, a forum developed for discussing school issues, sharing knowledge and making new friends. Workshops were held with guest speakers presenting information about topics of interest. The Coffee Club will continue in 2012.
Best Start

The Best Start Assessment helps teachers identify the literacy and numeracy knowledge and skill that each child brings to school as they enter Kindergarten. The results of the assessment are used by teachers to develop teaching and learning programs that build on each student’s prior knowledge.

Reading Recovery

In 2011 nineteen students participated in Reading Recovery. Twelve students successfully completed the program, one student transferred to a different school prior to completing the program, two students will continue the program in 2012 and four students were referred for further learning support.

Special Education Unit

Granville Public School is an inclusive school that caters for the various needs of its students. The Special Education Unit works closely with parents, external agencies and other education specialists within the Department of Education and Communities for the successful inclusion of all students with disabilities into school life. The Special Education Unit at Granville Public School consists of two classes for students with Mild Intellectual Disabilities, one class for students with Moderate Intellectual Disabilities, one class for students with Autism Spectrum Disorder and one class for students with Multi-categorical Intellectual Disabilities.

Granville Galaxy

Granville Galaxy continued in 2011. This program promotes positive social and learning behaviours. It includes a series of explicit and systematic lessons which focus on one core aspect each week. Students were recognised for their positive behaviour through star awards, bronze, silver and gold awards at special Granville Galaxy assemblies.

Target 1

Improved numeracy outcomes for all students with:

- 65% or more of Year 3 students achieving at or above minimum standards in NAPLAN Numeracy
- 20% or more of Year 3 students achieving proficiency standards in NAPLAN Numeracy
- 60% or more of Year 5 students achieving at or above minimum standards in NAPLAN Numeracy
- 20% or more of Year 5 students achieving proficiency standards in NAPLAN Numeracy

Our achievements include:

- Both minimum standards targets in NAPLAN Numeracy were met with 78% of Year 3 and 80% of Year 5 students achieving at or above minimum standards.
- Both proficiency targets in NAPLAN Numeracy were not met with only 11% of Year 3 and 14% of Year 5 students achieving proficiency levels.
- School based data shows that teachers’ pedagogy has improved through focused professional development that has included targeted content such as mental computation.
- Teachers use of assessment data to inform planning increased.
- Students nominated numeracy as the most enjoyable Key Learning Area and the area of most improvement.

Progress on 2011 targets

2011 was the third year of implementation of the 2009-2011 three year plan.
Target 2

Improved literacy outcomes for all students with:

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

Our achievements include:

- 67% of Year 3 students achieved at or above the minimum standard in NAPLAN Reading. This was slightly below the school’s target.
- 76% of Year 3 students achieved at or above the minimum standard in NAPLAN Writing. This was below the school’s target.
- 9% of Year 3 students achieved proficiency in NAPLAN Reading. This was below the school’s target.
- 28% of Year 3 students achieved proficiency in NAPLAN Writing. This was below the school’s target.
- The Year 5 minimum standard target was met, with 61% of students achieving at or above the minimum standard in NAPLAN Reading.
- The Year 5 minimum standard target was met, with 76% of students achieving at or above minimum standard in NAPLAN Writing.
- 12% of Year 5 students achieved proficiency standards in NAPLAN Reading. This was below the school’s target.

- 7% of Year 5 students achieved proficiency standard in NAPLAN Writing. This was below the school’s target.
- School-based data shows that teachers’ pedagogy has improved through focused professional development targeting reading and comprehension skills.
- Teachers’ use of assessment data to inform planning increased.

Target 3

Improved levels of student engagement with:

- Attendance at or above stage average
- 30% of students receiving positive behaviour awards
- 80% of students wearing school uniform
- Increase in the significance and value in completing homework
- Enhance leadership development and capacity throughout the school
- Increase parental involvement in the school

Our achievements include:

- 55% of students received positive behaviour awards throughout the year.
- 90% of students wearing school uniform.
- Homework designed to consolidate and revise learning that has taken place in class.
- Leadership development program established. All school executive members participated in the Growth Coaching program.
Aspiring leaders’ program developed with 4 staff members participating in leadership development opportunities.

Parent partnership program developed. Community Liaison Officer employed one day per week. Information sessions and workshops held for parents. Coffee Club established.

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 2011 our school carried out evaluations of leadership and literacy and numeracy.

Educational and management practice

Leadership

Background

In line with our policy of rigorous self-evaluation and in order to establish our future directions, the school conducted a survey regarding leadership using SchoolMap questionnaires. Parents, students and staff completed 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 leadership as indicated by parents included:

- School leaders understand the school and get the best from staff and students
- The school ensures that everyone is treated fairly
- School leaders motivate learners

Parents indicated areas for improvement as:

- School leaders to provide encouragement for parents, staff and students to take on leadership roles at the school
- School leaders to discuss ways to improve their children’s learning

Particular strengths of the school’s leadership as indicated by students included:

- School leaders understand the school and get the best from staff and students
- The school is always looking for ways to improve what it does

Students indicated areas for improvement as:

- School leaders to talk to students about their work and find ways to help them improve
- School leaders to discuss ways to improve student learning

Particular strengths of the school’s leadership as indicated by staff included:

- School leaders build relationships based on trust, collegiality and mutual respect
- School leaders demonstrate an interest in, and an accountability for student learning outcomes
- School leaders model commitment to school improvement

Staff indicated areas for improvement as:

- School leaders to provide encouragement for parents, staff and students to take on leadership roles at the school

Future directions

The 2012-2014 School Plan sets out strategies to address the above areas for increasing leadership capacity within the school community. Key strategies include:

- Continue and broaden the aspiring leaders program
- Develop parent partnership programs to increase leadership opportunities within the school for parents
- Increase communication about student learning through the continuation of parent information sessions and through enhanced procedures for reporting to parents
- Increase student leadership opportunities within the school

Curriculum

Background
Throughout 2011 literacy and numeracy remained the school’s focus areas and evaluations of these were undertaken as part of the National Partnerships evaluation procedure.

Findings and conclusions
- School-based data shows improvements in pedagogical practice as a result of focused professional learning in the areas of reading and mental computation
- Teachers increased use of assessment data to inform planning of teaching and learning in literacy and numeracy
- Teachers reported improved skills and understandings of the skills assessed by NAPLAN
- Numeracy was nominated by students as the Key Learning Area that they had improved in most and that they enjoyed most

Future directions
- The school will continue to implement a comprehensive program of professional learning to strengthen teachers’ capacity to improve student achievement in literacy, numeracy and ESL pedagogy

Professional learning
As part of the Best Start program, Stage 1 participated in the Best Start Light House project. This enabled teachers to work with Stage 1 teachers from other schools in the region. Teachers shared their knowledge, experiences and successful strategies to enhance the learning of their students in literacy and numeracy.

Kindergarten teachers implemented the Language, Literacy and Learning (L3) Program. This involved teachers participating in fortnightly professional learning sessions with colleagues from other schools and then implementing their newly acquired knowledge and skills in daily literacy programs.

All Stage 2 and Stage 3 teachers commenced the Focus on Reading program. This is a two year program where teachers develop their skills in the teaching of reading, with a particular emphasis on comprehension.

In 2011 Granville Public School joined a community of schools for instructional rounds. This project is aimed at improving pedagogy in schools through teachers and executive staff observing teacher practice and analysing what students are learning. In Term 4, the team visited our school and observed lessons in 18 classrooms. Valuable feedback was provided to the school and this is being used to refine teachers’ practice.

As part of the National Partnerships program, teachers have had the opportunity to work with the Highly Accomplished Teacher and with a literacy and numeracy coach throughout the year.

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: Literacy and Numeracy

Outcome for 2012–2014

Improve outcomes for all students in literacy and numeracy

2012 Targets to achieve this outcome include:

- Increase the percentage of students in Year 3 achieving at or above minimum standard in NAPLAN reading from 67% to 75%
- 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%
- 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%

Strategies to achieve these targets include:

- Develop a whole-school tracking system to systematically monitor student progress in literacy and numeracy.
- Release teachers from face to face teaching in stage-based teams to collaboratively plan literacy and numeracy teaching and learning programs.
- Purchase additional resources to increase the use of visual texts and multi-modal texts in literacy sessions.
- Implement an explicit and systematic talking and listening program in all K-2 class with a speech pathologist.
- Increase the profile of mathematics across the school community.

School priority 2: Student Engagement and Attainment

Outcome for 2012–2014

Increase student engagement and attainment

2012 Targets to achieve this outcome include:

- 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%.
- Increase parent participation in school activities.
Strategies to achieve these targets include:

- Employ a teacher as a technology coach to mentor teachers to ensure that technology is used effectively to maximize student learning.
- Maintain and promote the Granville Galaxy Program
- Continue to employ a Community Liaison Officer one day per week to liaise with parents
- Implement a homework program for refugee students

School priority 3: Leadership and Management

Outcome for 2012–2014

Increase the leadership capacity of all teaching staff

2012 Targets to achieve this outcome include:

- All executive staff participate in school leadership professional development program
- 10% or more of permanent teachers participate in an aspiring leaders development program
- 100% of teachers participate in a professional learning program to develop teachers as leaders

Strategies to achieve these targets include:

- Increase leadership capacity through executive professional development program
- Continue aspiring leaders program
- 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.

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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: