Granville South Public School
Annual School Report 2014
School context statement

Granville South Public School (GSPS) has been located on bustling Woodville Road with a rich history of change and reinvention since 1889. We serve a very diverse community of privately owned residential and rental housing. The population of the school is 280 students and growing.

More than ninety percent of students come from a non-English speaking background with a very small number of Aboriginal and Torres Strait Islander students. We acknowledge and celebrate everyone equally.

Principal’s Message

Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students.

Our hard working parents make financial sacrifices to assist their kids and our parents value education very highly. Our school story mirrors the modern Australian story of new migrants in a new country creating a global future by learning from the past.

A comprehensive curriculum reflects our core values and is characterised by a strong focus in literacy, numeracy, technology, sport and the performing arts. Proactive welfare programs such as Positive Behaviour for Learning and our Emotional Regulation Group provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

Students are celebrated as safe, respectful learners with awards for merit and citizenship. The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Year 2 to Year 6. Parents, community members and our local schools play a vital role in the life of the school. It is my great pleasure to serve our school and lead a dedicated staff team.

Russell Hawkins,
Principal.

P & C Message

The Granville South Public School P&C has a proud history of having a positive, active and effective role in the way our school, Granville South Public School, provides the highest standard of education for all our students.

We do this by giving support to the whole range of activities that our children undertake at Granville South Public School. The support we offer is not just financial but also through volunteering. We would like to acknowledge and thank Mrs Azeza Mohamad the canteen manager and the family members who help run our school canteen and volunteer for other duties throughout the year.

The P&C could not function properly without a strong, respectful and friendly relationship with every staff member at Granville South Public School. We will work to grow this wonderful relationship.

2014 was a very successful year. We had many fundraising events including Easter raffle, Mother’s Day stall, Father’s Day stall, Halloween Disco, our donation to the school on the 125th celebration fete and our profits from our canteen. The P&C donated all the money from the BBQ on the 125th anniversary fete to the school and also covered the cost of the jumping castles, slushy machine and fairy floss machines. In addition the canteen remained opened 3 days per week. We have had many parent volunteers to ensure the success of this service.

With the money raised the P&C has paid for the bubblers in the playground area, the Year 6 polo shirt, buses for the end of year cinemas excursion and the Year 6 Farewell.

We now have the opportunity to have an even greater involvement in the direction of the future of Granville South Public School and the P&C is a great vehicle to have your voice heard. We strongly encourage you to be part of the 2015 P&C and connect with your child’s school.

Sahar Hosari
P&C President 2014
Student Representative’s Message

Being part of the Student Representative Council (SRC) at Granville South PS in 2014 has been an excellent opportunity. The SRC consists of the four school prefects and two representatives from each class from Years 1 to 6. Altogether there are twenty two dedicated, enthusiastic and responsible students who make up the SRC.

Our SRC has developed leadership, decision making and group work skills. The students have experienced organising events and occasions throughout the year, something they thoroughly enjoyed. The SRC at Granville South PS met regularly to discuss the ideas put forward from the classes in our school. Together we would vote and decide on the best ideas put forward to improve our school and make it an even better environment for the students, staff and community. As part of the SRC’s role we then had to inform the classes of what we were working towards and of course the end result that was our achievements.

The school captain and prefects organised the ANZAC Day and Harmony Day ceremony in 2014 for the whole school to attend. Along with this the SRC organised many other whole school events such as Crazy Sock Day, Fairytale Day and a Hot Cross Bun sale. The SRC also contributed significantly to the organisation and running of Jump Off day as part of the Jump Rope for Heart fundraiser. Altogether the SRC raised a total of $913.90 in 2014.

The money raised went towards many worthwhile and valuable causes, such as the Heart Foundation and the purchasing of new toys and equipment for the playground.

Miss Torrance and the SRC Team

Student information

Student enrolment profile

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>Male</td>
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<td>99</td>
<td>105</td>
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<td>84</td>
<td>92</td>
<td>102</td>
<td>116</td>
<td>134</td>
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</table>

As seen in the enrolment trend data above, there has been a steady increase in student total enrolment over the last few years.

Management of non-attendance

Student attendance is monitored daily by the school, and each term by the region. Parents are contacted by telephone and then formally in writing if there is no improvement. A referral is submitted to the region for support from the Home School Liaison Officer should there be no improvement to attendance.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
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<th>2012</th>
<th>2013</th>
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<td>96.5</td>
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<td>1</td>
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## Workforce information

### Workforce composition

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<tr>
<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>8.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Primary Priority School Funding Scheme</td>
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<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>Part-Time Teachers</td>
<td>0.5</td>
</tr>
<tr>
<td>Community Language</td>
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<tr>
<td>School Administration Manager</td>
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<td>School Administration Officer</td>
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<td>General Assistant</td>
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<td>Total</td>
<td>20.134</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014, one member of staff from Granville South Public School identified themselves as being indigenous.

### 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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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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.

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<thead>
<tr>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>604,594.69</td>
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<tr>
<td>School &amp; community sources</td>
<td>39,321.35</td>
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<tr>
<td>Interest</td>
<td>14,603.75</td>
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<tr>
<td>Trust receipts</td>
<td>18,249.40</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |

A full copy of the school’s 2014 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 2014

#### Academic achievements

##### Literacy

GSPS provides a range of quality literacy programs. Ongoing teacher professional learning ensures that staff are provided with the most current and up to date knowledge of effective teaching strategies.

Reading Recovery is an individualised daily reading program which provides intensive reading and writing instruction from a specially trained Reading Recovery teacher. The program targets students in Year 1 who are experiencing difficulties in reading.

At GSPS we encourage students to practice reading at home on a daily basis. We provide the students with appropriately levelled books which they can borrow to read at home.

##### Ongoing Assessment

The reading, writing and speaking and listening achievement of all students is assessed using class based formative and summative assessments and benchmarking against the NSW DEC Literacy Continuum.
Teachers use data to drive their teaching and learning. Learning intentions, success criteria, strategic questioning and self/peer assessment are used in teaching practices.

**Numeracy**

GSPS is committed to improving the achievement of student results in numeracy. Class teaching and learning programs cater to the needs of the students and staff differentiate the curriculum to cater for the diverse learning needs of their students.

K to 2 students are engaged in the Targeted Early Numeracy Program (TEN) on a daily basis. Lessons are short and hands on and is an intervention program that targets students’ development of Early Arithmetic Strategies.

Taking Off With Numeracy (TOWN), is a program for Years 3 to 6, assisting teachers to identify where their students learning is and provide them with strategies and solution methods.

**Ongoing Assessment**

The numeracy achievement of students is assessed and benchmarked against the NSW DEC Numeracy Continuum. Lessons include the use of learning intentions, success criteria and a range of formative and summative assessments.

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for 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 to access the school data.

Alternatively:

**NAPLAN Year 3 – Literacy**

**Year 3 Reading**

- 14% of students scored in Band 1 (lowest). This was greater than the school’s four year average.
- 9% of students scored at proficiency (highest two bands). This was less than the school’s four year average.
In Year 3 Spelling:

- 11% of students scored in Band 1 (lowest). This was greater than the school’s four year average.
- 34% of students scored at proficiency (highest two bands). This was less than the school’s four year average.

**NAPLAN Year 3 - Numeracy**

In Year 3 Numeracy:

- 14% of students scored in Band 1 (lowest). This was greater than the school’s four year average.
- 14% of students scored at proficiency (highest two bands). This was less than the school’s four year average.

**NAPLAN Year 5 - Literacy**

**Year 5 Reading**

In Year 5 Reading:

- 9% of students scored in Band 1 (lowest). This was less than the school’s four year average.
- 9% of students scored at proficiency (highest two bands). This was the same as the school’s four year average.

**Year 5 Spelling**

In Year 5 Spelling:
• 11% of students scored in Band 1 (lowest). This was greater than the school’s four year average.

• 26% of students scored at proficiency (highest two bands). This was less than the school’s four year average.

NAPLAN Year 5 - Numeracy

In Year 5 Numeracy:

• 14% of students scored in Band 1 (lowest). This was greater than the school’s four year average.

• 6% of students scored at proficiency (highest two bands). This was less than the school’s four year average.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are integrated across many Key Learning Areas to raise student awareness of Aboriginal culture and heritage and to promote mutual respect and understanding. At Granville South Public School we observe the protocol of acknowledging country at each assembly and all special occasions. In Term 3, Stage 2 focused on an Aboriginal Culture Unit where students participated in a press conference with an Aboriginal elder and where appropriate students were encouraged to integrate Aboriginal culture and knowledge into assignments and homework tasks. To celebrate NAIDOC week the school had the opportunity to experience a visiting NAIDOC performances and experiences.

Multicultural education and anti-racism

Approximately 90% of students at Granville South Public School come from Language Backgrounds Other Than English. Our school continues to implement a number of programs & initiatives to cater for the diversity of student skills, knowledge and backgrounds.

English as an Additional Language (EAL/D) programs are implemented to support targeted students who have arrived recently from overseas. EAL/D teachers are also present in K-2 classes to support the delivery of a differentiated curriculum.

School-wide policies and programs are in place to ensure that our multicultural school is an inclusive and welcoming learning environment free from racism.

Positive Behaviour for Learning

During 2014, staff and students continued to promote a positive school culture by building upon the strong foundations of the school’s core value: I am a safe, respectful learner. To support our core rule, clear and consistent expectations have been developed for all school settings. The rules have been promoted through specific and explicit class lessons, signs displayed around the school and in each classroom and information in the school newsletter.

The Positive Behaviour for Learning team met regularly throughout the year, discussing major concern brought forward by classroom teachers, the executive team and parents. The PBL team continued to work with an external student welfare consultant. Data reflected that the playground was an area of concern. The PBL team trialed and introduced a number of strategies that have shown improved results in negative data from the playground, these included the introduction of Playground Activities Leaders (PALs) a student body who monitor games being played in the playground and help with equipment, changed duty and areas to be monitored by staff, the introduction of music for the bell to encourage students move smoothly for transitions.

Respect and responsibility are the focus of the school’s strong student welfare policy. A merit
system supports and positively reinforces our core rule. Awards of bronze, silver and gold were presented to many students at assemblies held throughout the year.

Education Week

Education Week at Granville South was a chance to show case the work and achievements of students and staff in the focus area of Mathematics. Open classrooms saw parents/carers and community members visit classrooms to observe students engaging in Mathematical activities and games related to Targeting Early Numeracy Strategies (TENS) and Taking Off With Numeracy (TOWN) programs. Visitors were encouraged to participate and were provided with take home information packs to support the development of Numeracy understandings and skills in the home environment. The Scholastic Book Fair was held in conjunction with Education Week and proved most successful with students being able to purchase quality books. The commission raised from the fair enabled the school to purchase valuable resources for the library and classrooms.

Harmony Day

The whole school turned orange to celebrate Harmony Day. The students made lots of orange hands on paddle pop sticks that were planted in the school gardens during a special assembly. The SRC decorated the school with orange balloons and the staff dressed in orange attire.

During the lead-up to Harmony Day, all classes participated in lessons and activities relating to the significance of this special day celebrated worldwide.

Choir

The school choir, led by Mrs Pollack, performed as part of the combined choir at the Sydney Opera House in the Granville Schools Spectacular. The choir also performed at school assemblies and Presentation Day.

Jellybeans

Kindergartens to year 2 students were offered the opportunity to participate in ‘Jellybeans’, Australia and New Zealand’s leading Primary classroom music programme! Jellybeans Music provides high quality, cost effective music education to Pre-School and Primary students. Jellybeans Music supplied the following; an experienced music specialist, all sequential, curriculum-based materials (songs, lyrics, sheet music), full class set of untuned percussion (triangles, tambourines, castanets, claves and drums) and 30 Glockenspiels.

Kindergarten Transition

Granville South Public School continued with the school’s eight week Kindergarten Transition Program in partnership with the Schools as Community Centre. The program is designed to introduce Kindergarten students and their families to school life. Children are exposed to the daily structures, routines and learning in the classroom. Parents simultaneously attend information sessions and workshops run by The SaCC. During this time student’s vision, hearing and speech are also assessed. This essential program strengthens home school partnerships by helping parents to develop positive
relationships with the school as well as other families.

Book Week

Book Week is a time to honour the authors and their books by discovering new titles, new authors or welcoming old favourites. At GSPS all classes were introduced to many new books and exciting new characters. The week culminated in a book parade where the students and staff were encouraged to dress up as their favourite book characters. Book prizes were handed out to a winner from each class.

Premier's Reading Challenge

The challenge is run annually from Term Two to Term Three and is specifically promoted for children to read quality literature. At GSPS all the classes from K-2 register and complete the challenge with the help from their teachers. One class outside of the K-2 cohort, 3/4 Magenta, had all the students register and complete the challenge. This year saw an increase in the overall number of students who participated and were awarded certificates. All students who continue the challenge each year through to High School will be eligible for a special medallion.

ICT and CONNECTED LEARNING

S.O.L.E

A number of classes across the school participated in self-organised learning environments (SOLE) where students were responsible for designing the learning and content of lessons. The results were very favourable and teachers reported significant increase in student engagement and work productivity.

Movie Maker

Movie making using Flip Camera and Movie maker were being integrated into different classes. Mentored by Thuy Truong, teachers and students learnt how to write scripts, edit and direct their own movie as well as discovering their acting abilities. A showcase of the movies by Ciara Kearney has attracted a significant number of parents who were very impressed. Students have also expressed their enthusiasm to participate in future movie making projects.

Sport

At Granville South Public School all students in the school participate in a Personal Development/Health session and a sport session each week where they are actively engaged in physical activity and encouraged to improve their fundamental skills. Primary students can participate in either the school sport program or representative P.S.S.A. Our program includes the teaching of Dance and Gymnastics as well as general sport skills.

We had two successful P.S.S.A teams in 2014 when the senior boys’ soccer did not lose a game all season and the senior boys’ softball taking the grand final in Term 4. As a part of the annual Community Carnival the Dyldam Parramatta Eels joined the NRL in spreading the Tackle Bullying message to kids across Australia including a stop at Granville South Public to talk to year 5 and 6 about the topic.
Nathan Peats and Zach Docker-Clay spoke to our students about 5 key strategies to cope with bullying. Granville South also hosted the GWS Giants and The NAB AFL AusKick Staff in a six week play for life program. The successful program had over 100 participants who participated in various fun activities and received many prizes including a signed AFL ball from the GWS Giants.

Swim Scheme

60 students from Years 2 - 6 attended the annual Swim Scheme classes in Term 4. The program taught valuable swimming and water safety skills. All students who attended received awards to recognise their achievements over the two week program.

Premier's Sporting Challenge

Granville South participated again this year in the Premier's Sporting Challenge. The students were encouraged to increase their level of participation in physical activity across the 10 weeks of the challenge.

Cross Country

Granville South had a small group of successful long distance runners this year that represented Granville South, Auburn Zone and the regional area. Students pushed through the long course to display perseverance, endurance and sportsmanship. Jacob Davis, Seham Sadaka, Yar Michael, Sajed Rima, and Amir Rezai all were successful in making the Regional event.

Athletics Carnival

After an amazing organised school carnival at the wonderful facilities at Homebush Olympic Park we had many successful students go on to the zone and regional carnivals. Amazing efforts from the students at the zone carnival resulted in students making the podium in every event they participated in.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used at GSPS include:

- Surveys completed by students, teachers, staff, parents and community members;
- Focus groups and interviews with representatives from the school community;
- Analysis of students data from a range of assessment strategies;
- Students tracking using the Literacy and numeracy continuums and PLAN;
- Analysis of teaching and learning program documentation; and
- Attendance data.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

Increased levels of literacy and numeracy achievement for every student consistent with national, state and regional directions.

Diminished gap in literacy and numeracy achievement between Aboriginal students and all students.

Strengthened literacy and numeracy learning through the effective use of the full range of diagnostic assessments.

Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy and numeracy at key transition points.

Evidence of achievement of outcomes in 2014:

- Staff involved in sustained professional learning in formative and summative assessment. Teachers used learning intentions, success criteria and strategic questioning;
• The collection of data to drive teaching and learning programs. Teachers using iPads to collect data;
• Regular professional learning on reading strategies;

**Strategies to achieve these outcomes in 2015:**

• Teacher professional learning to develop the knowledge and shared understanding of how to teach quality literacy and numeracy programs.
• Purchase Reading Eggs for the school to be used in the classroom and at home.
• Teachers engage in collaborative lesson planning to plan and program for stage reading groups.
• Programming for a quality numeracy session in stage teams utilising a consistent proforma ensuring all elements of a quality numeracy session are evident.
• Teachers provided with professional learning for all teaching and learning programs, including identified programs including Newman’s Error Analysis, Targeting Early Numeracy Skills (TEN) and Taking Off With Numeracy (TOWN).
• Planning for quality assessment in English and mathematics, including the development of rich assessment tasks and analysis of National data. Information will be beneficial to inform staff to allow accurate placement on the Literacy and Numeracy continuums, and to identify areas for continued focus.
• Continued use of connected learning initiatives including interactive whiteboards, digital tools and web 2.0 technologies and iPads.
• Information sessions for parents to develop their knowledge and understanding of the mathematics and English curriculum to enhance their confidence to be capable of assisting their children.
• Ongoing implementation of quality numeracy programs including Best Start, TEN, TOWN and daily number facts programs.

**School priority 2**

**Building Teacher Quality**

**Outcomes from 2012–2014**

Implementation of a broad, inclusive and relevant curriculum.

Clear alignment between the implementation of curriculum, professional learning and student learning needs.

Appropriate assessment and reporting practices are embedded in all teaching and learning programs.

**Evidence of achievement of outcomes in 2014:**

• Staff continued to use evidence-based assessment for learning strategies across all KLA’s.
• All teams used SMART data to identify targets to inform teaching and learning.
• Principal, Assistant Principal and classroom teacher were committed to community of schools Instructional Rounds two days per term.
• All staff members completed Individual Learning Plans linked to school targets and vision. These were evaluated and reflected upon each term.

**Strategies to achieve these outcomes in 2015:**

• Through ongoing support to assist teachers in their identified areas as outlined in their Personal Development Plan (PDP).
• Provide ongoing teacher professional development and support to assist teachers in implementing the national teaching standards.
• Leadership in literacy and numeracy to be promoted and distributed across the school and network of schools.
• School plan is collaboratively developed by staff and community members.
• School leaders regularly engage in professional learning activities as both a leader and learner.
School priority 3  
**Student Engagement**

**Outcomes from 2012–2014**

School Structures and practices respect and respond to the diverse needs and unique characteristics of every student.

Students experience challenging, flexible, personalized and safe learning environments.

Enhanced wellbeing of our students.

School environments that enable students to experience success and receive recognition for their attainments.

Promote school culture that actively reflects GSPS’ shared vision and theory of action.

**Evidence of achievement of outcomes in 2014:**

- Team meetings and professional learning discussions focused on reflection of literacy and numeracy strategies that continue to make a difference to students.
- Professional learning for all staff to learn about current pedagogy in literacy and numeracy practices. This was achieved through internal sharing of knowledge, visiting other schools and through the Instructional Rounds model.
- Used lesson study to refine and improve teaching, identifying and using quality DEC teaching material and resources.

**Strategies to achieve these outcomes in 2015:**

- School wide expectations will be explicitly taught across the school and supported through the use of lessons and reminders using visual displays and verbal reinforcement.
- PBL members to be trained in PBL systems and practices and review professional development for all staff members.
- Review and analyse the data to determine areas of focus to foster an environment for positive behavior learning experiences.
- Maintain consistent behaviour management practices across the school.
- Professional development to assist in behaviour management and quality teaching practices across all school settings.
- Provide professional development for staff on resilience, effective behaviour management and understanding individual students’ needs.
- Utilising the Learning and support team to address the needs of identified students.
- Monitoring all school settings and recording incidents to enable detailed analysis of data using SENTRAL and implement appropriate practices.

**Professional learning and Staff Development Days**

Professional learning for all staff was a focus in 2014. All staff participated in mandatory training sessions including CPR, Anaphylaxis, Asthma, Emergency Care and Child Protection plus training in DEC policies and procedures.

Teachers worked collaboratively with supervisors to develop their own professional learning plans, providing a refined focus for personal development and performance management. The individual nature of the plans has also fostered differentiated professional learning experiences to cater for the range of knowledge and experience held by the staff. The process has evolved with termly formal and informal meetings during which learning plans are revisited, modified and evaluated using self and peer-assessment.

External professional coaching has been provided to all executive members to assist in challenging their thinking issues that are faced as an executive every day. Staff members of varied experiences have been invited to join the executive team as aspiring leaders to contribute and partake in the school decision making processes and build their leadership capacity.

Four teachers were successful in completing their accreditation at Professional Competence level. Two new scheme teachers were coached by Assistant Principals as a part of the Fair Go Project 2012-2014. The program networks the school and the University of Western Sydney. It
focuses on exemplary teachers and what they do in their classrooms to engage students in their learning.

The school implemented a comprehensive professional learning program to strengthen teacher’s capacity to improve student achievement in Mathematics. 1 teacher trained as a Taking Off With Numeracy (TOWN) facilitator and delivered a series of professional learning sessions to 3-6 and support teachers. K-2 teachers to deepen their understanding and ability to implement the Targeted Early Numeracy (TENS) program as 1 teacher previously trained led professional learning on TENS. 1 numeracy coach coached teaching staff and Student Learning Support Officers (SLSOs) through support mechanisms such demonstration lessons, class observations, team teaching, collaborative planning and provide professional learning opportunities for individual and groups which attend to the identified needs of students.

All teaching staff participated in training related to the Australian Curriculum and the New Mathematics Syllabus. Staff development days, professional learning sessions and collaborative planning days developed curriculum knowledge and facilitated understanding of new syllabus, enabling teachers to effectively utilise plan, program implement quality lessons. Quality Numeracy Cycles was used to plan data driven Mathematics lessons using the new Mathematics curriculum and embed Working Mathematically outcomes. Teacher’s team teach high quality lessons supporting the implementation of evidence based pedagogies to identify effective strategies to enhance numeracy programs. In addition, Granville South assumed a new professional learning practice adapted from the Sugata Mitra’s SOLE pedagogy. Teachers formed flexible teams to undertake action research on a Working Mathematically component. Teachers implemented new strategies and reflected on their effectiveness to further refine practices. This model has led to deep knowledge and confidence to develop students understanding and fluency in mathematics through applying problem-solving skills and communicating and reasoning.

Instructional Rounds

Granville South Public School continued to partake in the Instructional Rounds network for the 7th year. Instructional Rounds is a model devised by Richard Elmore and his colleagues from Harvard University and builds on the expertise of educators from a variety of settings. It is based on the model of where practitioners come together to directly observe, engage in dialogue using a shared language, that comes to a common understanding about problems they encounter. In 2014, the network visited Granville South, to build expertise in Mathematics as practitioners engaged with the problem of practice; How well are our teachers using formative assessment to elicit evidence of achievement and adapt learning to meet learners needs; and To what degree are we enabling students to develop and apply the skills of Working Mathematically components of Communicating, Problem Solving and Reasoning. As a result key practices in the focus area of Mathematics were developed and implemented such as Quality Numeracy Lesson Cycles, K-6 Numeracy Coach, K-6 Numeracy Data Wall and professional learning opportunities provided for teachers.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: