School context

Granville South Public School (GSPS) is a small community-oriented primary school with a current enrolment of 260 students from diverse cultural, religious and socio-economic backgrounds. Ninety percent of students come from language backgrounds other than English.

GSPS provides quality curriculum in a caring environment for students from Kindergarten to Year 6. Quality in the form of a curriculum where every child is able to achieve his or her personal best in academic, cultural and sporting endeavours. Care in an environment where every child feels happy and secure. It is a place where children from many different cultural backgrounds work together harmoniously.

The school received extra funding from Priority Action Schools (PAS) program in 2013. We are committed to the central goal of PAS, which is to reduce the achievement gap between schools in low socio-economic areas and those in more affluent areas.

Our school vision is;

At Granville South Public School our students will develop the knowledge and skills to be independent, responsible and confident citizens in the 21st Century.

All staff will create a culture of continual learning and reflection through collaboration, to ensure quality teaching and learning.

Our community will feel a genuine sense of belonging where their voice is valued in a partnership of mutual respect. We will work towards common goals to ensure the congruence between home and school.

Principal’s message

2013 has been another wonderful year of high quality teaching and learning at Granville South Public School. The staff and students have participated actively in a wide range of learning opportunities, specific to the needs of our students. These experiences have aimed to equip our students as 21st century learners who can succeed in a rapidly changing world.

At GSPS students, teachers, administration staff and parents/caregivers work in partnership to achieve common goals. The school takes great pride in its culturally diverse community and its strong collaborative partnership focused on high educational outcomes for all students.

I wish to publicly acknowledge and express my deep gratitude to all the constituents of the hardworking team at Granville South Public School. Our motivated and diligent teachers are dedicated to improving and extending student learning outcomes by meeting the individual needs of each child.

The School Administration and Support Staff (SASS) deliver invaluable ongoing support to enable the school’s teaching and learning programs to take place.

Our school community provides worthwhile input and active involvement in a range of daily school activities, supporting student learning at school and at home.

The students, with their cooperation, enthusiasm for learning and educational growth, keep us positive for an even brighter future.

It is with pride that I present the annual school report for 2013. This report highlights the school’s achievements for 2013 and looks to the future with our plans for 2014. My thanks go to all who have contributed to this evaluation.

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.

Chantal Mamo

B Teach, B Education and MA Creative Arts
P & C message

The Parents and Citizens Association (P&C) of Granville South Public School play a very active role in being the link between the school and its community.

2013 was a very successful year. We had many fundraising events including: Easter raffle, Mother’s Day stall, Father’s Day stall, raffles and profits from the canteen.

In addition the canteen remained opened three days per week. We have had many parent volunteers to ensure the success of this service. Mrs Hosari, Mrs Youssef and Mrs Penoso our canteen managers have ensured all processes and procedures are followed providing a great healthy canteen service to our community.

With the money raised from some of our events we purchased books for the school library, Year 6 T Shirts, Year 6 farewell dinner, installed additional bubblers, purchased Reading Eggs reading program and furniture for the library. We supplied the transport to movie day and contributed to the medals/awards at presentation day. We look forward to the same success in 2014!

Mrs Hosari

P & C President

Student representative’s message

Being part of the Student Representative Council (SRC) at Granville South PS in 2013 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 fortnightly 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 ceremony in 2013 for the whole school to attend. They purchased wreaths that were laid under the Australian flag and prepared speeches for this memorable day. Along with this the SRC organised many other whole school events such as Harmony Day, Mufti Day, Footy Fever, Book week, Cake sale, Mini Fete stall, Red day in the canteen and the school disco.

Altogether the SRC raised a total of $3909 in 2013. The money raised went towards many worthwhile and valuable causes, such as Blue Mountains Bushfire Appeal and purchasing new bins for the school. These ideas were all the suggestions put forward by the SRC.

Miss Campbell, Miss McAleer and the SRC Team

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>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>92</td>
<td>99</td>
<td>105</td>
<td>127</td>
<td>135</td>
</tr>
<tr>
<td>Female</td>
<td>77</td>
<td>91</td>
<td>84</td>
<td>92</td>
<td>102</td>
<td>116</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.8</td>
<td>91.7</td>
<td>95.5</td>
<td>96.5</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.6</td>
<td>93.4</td>
<td>93.3</td>
<td>96.3</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.3</td>
<td>92.8</td>
<td>96.1</td>
<td>97.4</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.0</td>
<td>92.8</td>
<td>96.5</td>
<td>98.0</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.7</td>
<td>91.0</td>
<td>95.7</td>
<td>97.3</td>
<td>96.4</td>
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<tr>
<td>5</td>
<td>93.4</td>
<td>94.8</td>
<td>96.6</td>
<td>98.5</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.2</td>
<td>93.2</td>
<td>96.6</td>
<td>97.5</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.8</td>
<td>94.2</td>
<td>92.7</td>
<td>95.7</td>
<td>97.2</td>
<td>94.9</td>
</tr>
</tbody>
</table>

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Mentor</td>
<td>0.2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>Part time teachers</td>
<td>0.4</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.42</td>
</tr>
<tr>
<td>Priority School Program</td>
<td>0.3</td>
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<tr>
<td>Classroom Teacher NP Low SES</td>
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</tr>
<tr>
<td>Community Language</td>
<td>0.6</td>
</tr>
<tr>
<td>Community Liaison Officer NP Low SES</td>
<td>0.1</td>
</tr>
<tr>
<td>SLSO NP Low SES</td>
<td>2.0</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>1.122</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.45</td>
</tr>
<tr>
<td>Total</td>
<td>21.807</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013, no members 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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>292,177.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>140,775.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>477,409.51</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33,941.66</td>
</tr>
<tr>
<td>Interest</td>
<td>10,178.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,112.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>964,595.66</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 18,328.18  |
| Excursions                 | 28,598.95  |
| Extracurricular dissections| 6,594.26   |
| Library                    | 1,658.32   |
| Training & development     | 3495.71    |
| Tied funds                 | 348,077.70 |
| Casual relief teachers     | 26,526.13  |
| Administration & office    | 57,539.04  |
| School-operated canteen    | 0.00       |
| Utilities                  | 31,429.24  |
| Maintenance                | 15,114.67  |
| Trust accounts             | 47,854.31  |
| Capital programs           | 0.00       |
| **Total expenditure**      | 585,216.46 |
| **Balance carried forward**| 379,379.19 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

Literacy

GSPS has been recognised for the range and quality of its literacy programs. Ongoing teacher professional learning ensures that teachers are exposed to knowledge of the most current and effective teaching strategies. The professional learning program, Focus on Reading 3-6, was sustained through regular updates.

In 2013 teachers were released from class regularly for professional learning days where the principal acted as a literacy coach embedding the new National English Curriculum and the capability of Creative and Critical Thinking.

Catering for Individual Needs

GSPS implements a number of specific programs to ensure that individual differences in literacy attainment are catered for:

- Reading Recovery targets at risk Year 1 students who received daily individual tuition;
- Individual Learning Plans were developed for students not meeting National Minimum Standards. School Learning Support Officers assisted in the implementation of these plans.

Ongoing Assessment

The reading, writing and speaking achievement of all students is assessed regularly using class-based formative assessments and benchmarking against the NSW DEC Literacy Continuum.

Teachers use learning intentions, success criteria, strategic questioning and self/peer assessment in daily teaching. This collection of data informs daily teaching and learning.

Teachers also collate the results of student achievement to report to parents twice a year using a grading scale of A to E.

One of the measures used to monitor student achievement in literacy for students in Years 3 and 5 is NAPLAN.

In 2013, 34 Year 3 students sat for the NAPLAN tests. For Year 5, 31 students sat the test, of
which 22 students had sat the test at GSPS in 2011.

**NAPLAN**

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.

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)

Selected NAPLAN results for GSPS in 2013 follow. For other results, 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.

No test is able to perfectly measure a student’s level of achievement and all tests are subject to a certain amount of measurement error (ACARA, MySchool). The standard errors for schools the size of GSPS are +/- 13 marks in Reading and +/- 11 marks in Numeracy.

**NAPLAN Year 3 Reading**

- 18% of students scored in Band 1 (lowest). This was greater than the school’s four-year average (11%); and
- 9% of students scored at proficiency (highest two bands). This was less than the school’s four-year average (16%).

**NAPLAN Year 5 Reading**

The progress of students who sat for NAPLAN in both Year 3, 2011 and Year 5, 2013 is tracked. The progress of matched students in Reading was exceptionally good. Students at GSPS average an increase of 117 points this was 40% better than the state average of 83.

Overall Year 5 Reading results showed:
- 7% of students scored below National Minimum Standard, the same as state.
- 7% of students scored at proficiency. This was less than the SSG at 23%.

**NAPLAN Year 5 Spelling**

In Year 3 Reading:
- The school mean was considerably below both that of the State DEC and the Similar School Group (SSG);
Year 5 Spelling results showed:

- The average progress of matched students in Spelling was 95.9%, better than State DEC at 84.9%; and
- 24.6% of students scored at proficiency.

NUMERACY

Improving students’ achievement in Numeracy is a school priority. Two programs operate to support the development of students’ skills in the key strand of Number. These are:

- The Targeted Early Numeracy Program (TEN). This program targets students experiencing difficulty in the early years; and
- Taking Off With Numeracy (TOWN). This program, for Years 3 to 6, assists teachers to identify where students’ solution methods are breaking down and to provide guidance.

Ongoing Assessment

The Numeracy achievement of students is assessed and benchmarked against the NSW DEC Numeracy Continuum. Teachers use learning intentions, success criteria and a range of formative assessment techniques in daily teaching. Teachers also collate the results of student achievement to report to parents twice a year using a grading scale of A to E.

One of the measures used to monitor student achievement in numeracy for students in Years 3 and 5 is NAPLAN.

NAPLAN Year 3 - Numeracy

Year 3 Numeracy results show:

- 6% of students did not meet National Minimum Standards.
- 6% of students achieved at proficiency. This was less than the SSG at 27%.

NAPLAN Year 5 – Numeracy

![Average progress in Numeracy between Year 3 and 5](image)

In each of the last four years, the average progress between Year 3 and Year 5 in Numeracy has been above both the SSG and the State DEC.

In 2013, the average progress of matched students was 103.4 compared to the SSG of 86.2 and State DEC at 89.7.

Students who scored in the three highest bands in Year 3, 2011 on average made less progress than other students.

In Year 5 Numeracy:

- 13% of students achieved below the National Minimum Standard, more than the SSG at 8%;
- The school’s four-year average for the percentage who scored at proficiency is 12%. In 2013, no Year 5 student scored at proficiency.

Percentage Achieving At or Above Minimum Standard

The percentage of students achieving at or above the Minimum Standard is displayed below.

| Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded) |
|---------------------------------|--------|
| Reading                         | 82.4   |
| Writing                         | 93.5   |
| Spelling                        | 85.3   |
| Grammar & Punctuation           | 76.5   |
| Numeracy                        | 94.1   |
Significant programs and initiatives

Arts

GSPS provided regular opportunities for students to explore their creativity in visual arts, music, drama and dance. Students expressed themselves and performed in Creative Arts activities that are an integral part of classroom learning. During the year students were involved in specialised Creative Arts groups including dance, music, drama and visual arts.

The school choir, led by Miss Gordon, performed as part of the combined choir at the Sydney Opera House in the Granville Schools Spectacular. Also performing was the GSPS Dance Group led by Miss Gmaz. An Arabic Dance and Drum Group performed at the GSPS Presentation Day led by our Community Language teacher Mrs Ibrahim.

Sport

Providing opportunities for all students to participate in a wide range of sporting and fitness activities is an ongoing feature of Granville South PS. In 2013 this included:

All classes participated in regular fitness and games activities. Explicit sport programs K-6 built fundamental gross and fine motor skills

Students from Years 2 to 6 had the opportunity to take part in the intensive two-week Learn to Swim Scheme.

The school held carnivals for athletics, swimming and cross-country running. Students competed and enthusiastically supported their Houses in the annual house competitions.

Students were selected to represent GSPS at the zone carnivals. Six students represented the school at the zone swimming carnival, twenty eight at the cross-country carnival, thirty two at the athletics carnival.

Our regional representatives for cross country were Arif Azimi and Jacob Davis. The regional athletics representative was Yar Michael.

Teams were entered into the Granville PSSA inter-school sports competitions in T-ball, softball, netball, soccer and newcombe ball.

To promote physical activity outside of school hours, the Active After School Communities Program (AASC) was offered throughout the year. Over a hundred students were involved in this program that offered a variety of sporting activities including cycling and athletics.

This year Auburn Cycling club led groups in learning how to ride bicycles. A special grant was approved for the school to purchase 25 used bikes and brand new helmets for all students. Fifty-five students from Years 2 to 6 participated in the cycling program.

Schools As Community Centres (SaCC)

Located within the school grounds, the SaCC is a Families NSW project that supports families with children aged 0-8 living in the Granville South and surrounding areas with a focus on the prior to school years and is facilitated by Julie May. Established in 2007 the SaCC continues to be well accessed by the community.

During 2013 the project provided many programs and opportunities to support families:

- Two Facilitated Supported Playgroups that provided early learning experiences for more than 100 families
- Early Literacy Programs
- Home Borrowing Library
- Getting Ready for School Program for children starting school in 2014

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
• Transition to School Programs
• Parenting Information

Through SaCC partnerships with many services and agencies families have had the opportunity for learning and support such as:
• TAFE -First Aid Certificate
• TAFE –Introduction to Childcare
• Sing & Grow Music and Movement Program
• Speech Program with University of Sydney
• Eat It to Beat It – Health and Nutrition Program with Cancer Council
• Parent workshops with Learning Links covering topics such as Language Development; Becoming Bi-Lingual; Fine Motor Skills; Developing Resilience and Getting Ready for School.
• Home Energy Saving through the HESS program
• StEPS Vision Screening for children starting school with Western Sydney Area Health Service

Many of the SaCC programs are planned to help prepare children for starting school and the Transition to school program was run in conjunction with the school. Parents and children attended 8 sessions with children experiencing classroom activities whilst parents attended information sessions and workshops as well as activities with their children. This program helps families develop positive relationships with the school and other families and allows the children to become familiar with the school environment and routines while allowing the teachers to better prepare for the needs of the children.

The SaCC program continues to be a vital link between the community and school and is proud to help make the transition from home to school a happy and positive experience for children and parents.

Aboriginal education

The goals outlined in the DEC Aboriginal Education Policy continue to guide and inform teaching programs for both indigenous and non-indigenous students at GSPS.

During the National Aboriginal and Islander Day Observance Committee (NAIDOC) week celebrations, children enjoyed a variety of activities to acknowledge NAIDOC. The activities were aimed at increasing the students’ awareness of Aboriginal heritage and culture and to highlight the need for tolerance in Australia’s multicultural society. Students were involved in tasting traditional foods and collaboratively designing canvas artworks with Aboriginal themes.

All our Aboriginal students have Individual Learning plans that are developed, implemented and evaluated on regular basis. Indigenous parents are consulted to ensure perspectives are imbedded in daily teaching and learning.

Multicultural education

Approximately 90% of GSPS students come from Non- English Speaking Backgrounds. Our school continues to implement a variety of programs and activities that provide the diversity, skills and knowledge to meet the needs of our multicultural school and to ensure an inclusive school community free from racism.

English as a Second Language (ESL) programs are implemented for targeted students.

An Arabic Community Language Program assists students to learn by enabling them to maintain concepts in their first language.

A Community Liaison Officer (CLO) is employed to facilitate communication between home and school.

Culturally inclusive content is integrated into all teaching and learning programs.
National partnerships and significant Commonwealth initiatives

Processes to strengthen parent/family engagement in school life

- GSPS employs a Community Liaison Officer (CLO) who speaks Arabic 0.1 days per week. This congruence between home and school is paramount. The CLO organises parent excursions linked to curriculum, interprets, puts parents in contact with outside agencies and conducts three parent meetings per term to share how we teach curriculum and how can parents support this learning at home.

- GSPS has a Schools As Community Centres (SaCC) based on the school grounds. The SaCC facilitator is part of the executive team and has a wealth of knowledge on how to build positive community partnerships. Programs such as playgroup, 8 week transition from home to school, parenting courses and links to TAFE are promoted through the centre. Partnerships with health, housing and community services are developed.

- Other strategies in place are developing a SMART phone APP to provide parents with messages about school functions and meetings. This form of communication will enable the school to share student, staff and community successes through newsletters and photos.

- Three parent workshops are held every term. The focus has been on literacy and numeracy. Recently parents have been sharing healthy recipes with each other and conducting cooking demonstrations, this has strengthened community engagement. A parent volunteers weekly to conduct Farsi classes after school. Parent helpers in K – 2 have increased, we have five regular parents who support in class programs. A parent literacy library has been created. Parents can borrow story sacks. These story sacks consist of picture books, puppets, literacy games and reading activities. Parents have been involved in making these and borrow them on a regular basis. The literacy team presented them at the Kindergarten transition program.

Teacher capacity to mentor and lead innovation in classroom practice

- All Assistant Principals are leading teams through the lesson study process. Lesson study is more than ‘learning by doing’ it aims to develop a fresh perspective on existing knowledge and experience to apply to current challenges. Due to this choice teachers are becoming proactive in their own learning. The team is researching educational theory, showing deep knowledge reflecting and understanding, designing teaching and learning, reflecting on practice and making changes to their teaching. This framework has enable all teachers to focus on their core business of teaching and learning.

- Teachers have focused on student engagement, formative assessment and creative and critical thinking (National Curriculum).

- Through lesson study the school executive are modelling best practice to their team and sharing this process with an aim to embed in our school culture. Teachers are excited about the National Curriculum and starting to familiarise themselves with the general capabilities and embed these into daily teaching. Lesson study has developed teacher confidence, encouraged risk taking and increased teachers willingness to take on leadership roles.
Partnerships with other schools, universities or community organisations around student learning

- The school executive and classroom teachers are involved in a range of networks within our local and wider community.

- Three staff members are involved in a local network Instructional Rounds. Instructional Rounds is a model devised by Richard Elmore and his colleagues from Harvard University. It is based on the model of where practitioners come together to directly observe, engage in dialogue using a shared language and through this come to a common understanding about problems they encounter. It is based on a network model, building on the expertise of educators from a variety of settings. The process has been very successful in improving learning and teaching.

- Parts of the executive team represented the school in a leader’s network workshop where staff were involved in a network research lesson study across local schools. This Global Leadership Development Program allowed a mixed primary school and high schools to network in leading teaching and learning, communities of practice, inclusive education and leaders of change.

- The Principal and one executive are beginning a next part of the Fair Go Project 2012-2014 called ‘Fair go Bridges’. The program networks eight schools and the University of Western Sydney. It focuses on exemplary teachers and what they do in their classrooms to engage students in learning. The Assistant Principal is now coaching a teacher from a neighbouring school. In addition she has been asked to share her expertise at UWS workshops on a regular basis that focuses on effective teacher feedback.

- The stage 3 team is involved yearly in a transition to high school program coordinated by local private and public high schools. Teachers from both primary and high school settings collaborative plan a three-day taster program and pretesting for all year six students regardless of their high school enrolment.

- Each year the stage 2 & 3 attend a one - day excursion to a university for an introduction to university life, courses available and to plant the seed to encourage students to finish school and continue to university. The university team will be conducting regular workshops to Stage 3 during term 4.

- Active After School Communities (AASC) program runs every term 2 days a week for 7 weeks. The AASC program is run by local organisations and school staff. The program promotes a healthy lifestyle and physical activity through games for life. The sessions often require a waiting list as available positions fill quickly.

Provision of leadership development opportunities appropriate to staff at differing career points

- Staff members of varied experience have been invited to join the executive team to contribute and partake in the school decision making process. Three staff members have been given the opportunity to relieve in the Assistant Principal role throughout 2013.

- External professional coaching has been provided to all executive members to assist in challenging our thinking about issues that are faced as an executive every day.

- Principal, executive member and staff member have participated in Networked professional learning - Instructional Rounds. This has involved forming professional relationships with other executive and teachers from 5 different schools to observe, analyse and discuss best practice in many teaching and learning areas.

- Assistant Principals are involved in a ‘Lesson Study’ executive network formed across 4 schools. Members have been involved in professional development around the National Curriculum and have undergone collaborative lesson planning, discussion and lesson observations across schools trialling aspects of the National Curriculum.

- Staff members and relieving executive have had the experience of coordinators of Best Start, TOWN and TEN programs across the school, providing professional development to stage teams and working with consultants to ensure sound implementation of these programs.
• All staff members have been involved in presenting Lesson Study projects at whole school staff meetings, providing an opportunity to communicate and discuss ideas with colleagues.

• One staff member has become the ICT school coordinator.

• The position of SRC coordinator has been filled by a classroom teacher, expanding their leadership skills through working with the student body.

• The position of PSSA Coordinator has been filled by a classroom teacher.

Instructional Rounds
• Instructional Rounds is a model devised by Richard Elmore and his colleagues from Harvard University. It is based on the model of where practitioners come together to directly observe, engage in dialogue using a shared language, and through this come to a common understanding about problems they encounter. It is based on a network model, building on the expertise of educators from a variety of settings. The process has been very successful in improving learning and teaching.

Fair Go Bridges
• The Fair Go Bridges program identifies exemplary teachers of students from low socio economic backgrounds. The focus is on student engagement. The principal and one executive have been involved in the partnership with UWS in 2013. Prior to this the principal had been involved, since 2009, in teachers for a Fair Go – recently publishing “Exemplary Teachers of Students in Low SES Schools”. The program networks eight schools and the University of Western Sydney. It focuses on exemplary teachers and what they do in their classrooms to engage students in learning. The Assistant Principal is now coaching a teacher from a neighbouring school. In addition she has been asked to share her expertise at UWS workshops on a regular basis that focuses on effective teacher feedback.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. At GSPS the processes used include:
• Surveys completed by students, teachers, staff, parents and community members;
• Focus groups and interviews with representatives from the school community;
• Analysis of student data from a range of assessment strategies;
• Student tracking on the Best Start and Literacy Continuums;
• Analysis of teaching and learning program documentation; and
• Attendance records.

In 2013 Granville South Public School carried out evaluations of School Culture as an area of educational and management practice, as well as the Key Learning Area of Mathematics

Educational and Management Practice: Culture
Relevant SchoolMap surveys in the area of School Culture were distributed to all students, parents and staff members and the responses were collated.

Findings
• 100% of staff said that: Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs;
• Staff believed that: The school reports clearly communicate information about student achievement;
• Teachers share learning intentions with students to ensure the best possible outcomes;
• 90% of parents reported that: teachers at GSPS always provide class activities that are interesting and appropriate to their child’s needs and abilities.
• All parents believe that: the teachers know what their child can do and what they need to learn.

• 93% of students believe that: what I learn is important.

• 90% of students think that: Teachers always tell them what they are learning and why.

Recommendations
In conclusion staff members will use their ipad to share student progress. Formative assessment is the focus: learning intentions, success criteria, strategic questioning, self/peer assessment and provide effective feedback to students and parents. Photos of student work, videos of reflections and rubrics addressing success criteria. This will strengthen sharing student records and providing information about student progress.

Learning Area: Mathematics

Background
NAPLAN results reveal that, whilst the growth between Year 3 and Year 5 is excellent, GSPS students are performing below both state and SSG averages. Informal teacher reports were that some students did not have foundational numeracy understandings.

In 2012 a new mathematics syllabus was developed. This curriculum embeds the components of Working Mathematically including Communicating, Problem Solving and Reasoning.

Formative assessment in key areas, including Mathematics, was a school priority in 2013.

Building on these priorities, the leadership team invited 24 members from the local schools Instructional Rounds Network to investigate: In our Mathematics lessons

• How well are our teachers using formative assessment to elicit evidence of achievement and adapt learning to meet learner needs; and

• To what degree are we enabling students to develop and apply the skills of Communicating, Problem Solving and Reasoning?

Observations were made of 16 lessons and the group developed findings and recommendations.

Findings
The findings about the use of formative assessment in Mathematics lessons included:

• Learning Intentions and Success Criteria were displayed in all classrooms;

• Many students could not correctly answer, “What are you learning about?” when asked;

• Some teachers reported using previous days’ formative assessment to plan content or to place students in groups;

• A variety of formative assessment techniques were used in classrooms eg popsticks, exit passes, learning goals and traffic lights;

• The formative assessment techniques were not generally used to inform the “minute-by-minute” teaching and learning; and

• There was no evidence of self-assessment or peer assessment in the lessons observed;

Classroom environment was seen as of key importance to the success of lessons. Findings were:

• There was evidence of the modeled, guided and independent teaching cycle in most classrooms;

• In some classrooms there was a range of activities including hands-on activities;

• There was some evidence of differentiation in the tasks. There was also use of support personnel to assist the class teachers cater for individual differences; and

• There was some evidence of displays promoting risk taking, mathematics processes, and engagement in mathematics.

Working Mathematically processes are an essential part of success in Mathematics. Teachers should engineer learning that facilitates the development of these through the tasks developed, the questions used and the classroom structures incorporated. The findings were that:

• In their questioning, most teachers used the Initiate – Response – Evaluate (IRE) pattern. This didn’t result in deep thinking or productive talk from the students;

• Wait time was often limited, not allowing students sufficient time for thinking;
• There was little evidence of teachers prompting students to explain their reasoning or strategies used;
• The majority of classes had structures in place for partner talk and/or group work, but the effectiveness of this was limited;
• The tasks generally didn’t engineer opportunities for students to use the processes of Working Mathematically; and
• There was limited evidence of students using the processes of Reasoning, Communicating and Problem Solving.

Recommendations
Many of the recommendations have been incorporated into the school’s plan for 2014. Some of these are listed on the following page.

School planning 2012—2014: progress in 2013

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.

2013: Focus on Reading

Evidence of progress towards outcomes in 2013:
• All staff involved in sustained professional learning in formative assessment. Teachers used learning intentions, success criteria, and strategic questioning;
• The collection of formative assessment data informed daily teaching and learning. All teachers have trialed using an ipad to collect this data;

2014: Focus on Mathematics

Strategies to achieve these outcomes in 2014
• Teacher professional learning develop a shared understanding of what Working Mathematically looks like in the context of the new syllabus;
• Teachers to incorporate student to student Partner Talk in every lesson;
• Teachers to engage in regular cycles of collaborative lesson planning followed by peer observation and feedback;
• Continue to utilise the Lesson Study structure to collect observational data about student understanding of Mathematics;
• Institute a mandatory “reflection time” at the end of each Mathematics lesson for students to reflect and report their learning against the Learning Intention and Success Criteria;
• Include “counting on” activities as regular lesson break activities to increase students fluency in fundamental number concepts;
• Activating students as learning resources for one another, for example by students leading lessons, student self-assessment & peer assessment
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 progress towards outcomes in 2013:
- 25% more staff lead school improvement initiatives.
- All staff used evidence-based assessment for learning strategies across all KLAs.
- 25% of staff mentored other staff members
- All teams used SMART data to identify grade targets to inform teaching and learning.
- All staff were involved in lesson study (micro teaching) to reflect on best practice.
- Principal, Assistant Principal and teacher were committed to community of schools Instructional Rounds two days per term.
- All staff members had individual learning plans linked to school targets and vision. These were evaluated and reflected upon each term.

2014 Targets to achieve this outcome include:
Increase the number of staff mentoring/coaching other teachers from 16% in 2013 to 30% in 2014.
Increase the number of classroom teachers using PLAN data to inform teaching and learning and identify SMART grade targets from 0% in 2013 to 80% in 2014.
Increase the number of staff actively involved in the Instructional Rounds process formally and informally from 40% in 2013 to 70% in 2014.
Increase the number of staff participating in leadership roles and responsibilities that improve student learning outcomes from 16% in 2013 to 30% in 2014.
Increase the number of staff members actively using the Australian Professional Standards for Teachers at the highly accomplished and lead levels to reflect on their practice from 8% in 2013 to 20% 2014.

Strategies to achieve these outcomes in 2014:
- Develop leadership or beginning teacher support using a coaching model.
- Provide ongoing support to assist teachers implement the national teaching standards.
- Teachers work together to increase quality teaching using lesson study frameworks.
- Leadership in literacy and numeracy is distributed across the school and network of schools.
- Actively seek and promote opportunities to develop leadership capacity in literacy and numeracy.
- 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 leaders promote staff discussion and dialogue about literacy and numeracy to have an impact on practices.

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, personalised 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 progress towards outcomes in 2013:
- Team meetings and professional learning discussions focused on reflection of literacy and numeracy strategies that make a difference to students.
- Reflected on GSPS vision. Continue working on it to make it reality.
- Regular opportunities for staff members to further learn about quality literacy and numeracy practices by visiting other schools through Instructional Rounds Model.
- Identified and used quality teaching material and DEC resources that highlight intellectual quality. Introduced the National Curriculum and the general capabilities. Used Lesson Study to refine and improve teaching.

**2014 Targets to achieve this outcome include:**

Increase student attendance to at or above state average

Increased participation in professional learning in quality teaching and assessment.

Increase in student choice and self-directed learning.

Increase the number of teachers purposefully integrating the use of ICT weekly in classroom programs and practices from 60% in 2013 to 80% in 2014.

**Strategies to achieve these targets in 2014 include:**

- Promote discussion and use reflection on the development of literacy and numeracy strategies that make a difference to students.
- Reflect on GSPS vision. Continue working on it to make it reality.
- Arrange opportunities for staff members to further learn about quality literacy and numeracy practices by visiting other schools through Instructional Rounds Model.
- Identify and use quality teaching material and DEC resources that highlight intellectual quality. Implement the National Curriculum and the general capabilities. Use Quality Numeracy Lesson Cycles model to refine and improve teaching. Staff will collaboratively analyse student data, plan and implement differentiated learning experiences and reflect on teaching practice.
- Establish a Numeracy Coach role 0.8. The coach will provide flexible professional learning to staff to plan, program and implement high quality Mathematics lessons. The coach will support staff to differentiate learning experiences and provide fluid and flexible groupings in Mathematics.
- Utilise the connected classroom in library to connect with local schools, schools overseas, excursions and twitter.
- Implement a Self-Organised Learning Environment project across Stage 3. A team of three staff members will attend professional learning, develop a SOLE action plan and implement this plan to increase use of ICT within the classrooms.

**Professional learning**

All teachers and administration staff at Granville South Public School participated actively in regular professional learning throughout 2013.

**Individual Learning Plans**

The Principal, teachers and School Administration and Support Staff (SASS) all actively constructed individual professional learning plans, providing a refined focus for personal development and performance management. Teacher professional learning was predominantly informed by student assessment and subsequently, professional learning plans are aligned directly to the targets and strategies outlined in the School Plan. The individualized nature of the plans has also fostered differentiated professional learning experiences to cater for the range of knowledge and experience held by the staff. Furthermore, the plans were linked to the National Professional Teaching Standards.

A dynamic process has evolved with regular formal and informal meetings undertaken throughout the year whereby professional learning plans are revisited, modified and evaluated using self and peer-assessment. The professional learning plans have become practical documents providing a benchmark for growth, performance management and the processes involved in Teacher Assessment and Review Schedule (TARS).

**Professional Learning Activities**

A range of professional learning experiences took place in 2013 such as lesson study, Instructional Rounds, collaborative planning and team teaching, as well as constant professional dialogue and reflection on teaching practices. There have been opportunities to benefit from ‘in-school expertise’ with teachers and SASS taking on mentor or coaching roles, as well as the use of team-teaching, action research and lesson
study as effective approaches to develop professional learning and improve classroom practice.

Time provisions for structured professional dialogue, collaborative planning and problem solving have been highly valued by the teachers. Teachers have expressed that such opportunities to share within and across schools have led to growth in their knowledge and teaching strategies, as well as developed the school’s culture of collegiality in meeting student learning needs.

**School Development Days**

A total of six school development days took place in 2013 with each day focusing on staff development in relation to school priority areas, plus mandatory training in policies and procedures. For instance, significant time was dedicated to:

- Investigating pedagogy revolving around the general capabilities of the Australian Curriculum, the new English Syllabus;
- Integrating ICT effectively in the classroom;
- Mandatory training in Child protection, Disability Standards as well as CPR and Emergency Care training were completed.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students saw the school as a place they felt happy, safe and valued. They enjoyed coming to school and felt a genuine sense of belonging. They recognised how the school was constantly trying to improve to make it a better place and appreciated the vast range of activities that were available to them. They respected their teachers, principal and the school as a whole and felt like they were receiving an excellent education at GSPS.

Parents felt welcomed and accepted at Granville South PS. They recognised that everyone was accepted at GSPS and all religion, backgrounds and cultural beliefs were valued and respected. They saw the school as a place where their children received a high quality education and are given the best possible opportunities to reach their potential and excel in all areas.

The teachers at Granville South Public School are hardworking, dedicated and committed to their students, colleagues and the wider community. They work collaboratively together in teams and are always open to new ideas to make the school a better place. They rise to challenges and celebrate success.

**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: