

Granville State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to the Granville State School Annual Report for 2015. This report is a celebration of the achievements of our students, staff and entire school community. I am very proud to present to you an overview of the wonderful accomplishments of our school. This document can be accessed on our school website: www.granvillss.eq.edu.au or in a hard copy version at the school office.

I hope you enjoy the contents of the report and if you have any queries please direct them in person to the office or via email to principal@granvillss.eq.edu.au

School progress towards its goals in 2015

Improved Reading Results	<ul style="list-style-type: none"> ✚ Building capacity in staff through the employment of a literacy coach. ✚ A Balanced Reading Program was enacted in Years P-6. ✚ Reading Targets explicitly set, shared and published. ✚ Unrelenting focus on Common L language used in Teacher instruction. ✚ Broad and deepen student vocabulary
Upper 2 Bands	<ul style="list-style-type: none"> ✚ Increase the percentage of students in the U2B in Reading and Numeracy through the early identification of the more capable students. ✚ Aligned with the local High Schools to offer Upper 2 Bands students in Year 6 the opportunity to engage with like minded students to understand future career pathways (University life) and other extension programs.
Attendance	<ul style="list-style-type: none"> ✚ Monitoring of both individual and class data to identify patterns of enrolment ✚ Recognition of students with desirable attendance through celebration days

Future outlook

Reading

As a school it is our firm belief that if we can improve the reading skills of our students the benefits will be far reaching. The ability to read fluently and comprehend accurately will give our students every opportunity for success in all areas of their schooling and life. To ensure this occurs we will:

- . Embed a Balanced reading Program with Modelled, Guided, Shared and Independent Reading sessions.
- . Instil a love and joy of reading into our students
- . Continue to build capacity in all staff through the use of a literacy coach and professional development opportunities
- . Moderate reading pedagogy both within and outside the school
- . Review targets including reading levels and students receiving a Grade of C or better in English
- . Embed with all staff a common language and pedagogy for the teaching of reading
- . Continue an unrelenting focus on deepening and broadening of student vocabulary
- . Introduce Daily Rapid Reading as a differentiated reading program for all students as both an extension and consolidation activity
- . Continue the Pockets Program for pre Prep students with a focus on literacy and numeracy skills in preparedness for school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	333	178	155	19	94%
2014	324	162	162	22	92%
2015	325	161	164	25	92%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students attending Granville come from a cross-section of the community. Our parents are extremely supportive of our school and their child's education. Approximately 10% of our school population come from coastal and farming communities and are dependent on the bus service to and from school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	18	18
Year 4 – Year 7 Primary	27	27	19
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	17	4	35
Long Suspensions - 6 to 20 days	2	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings:

- At Granville we have an unrelenting focus on literacy and numeracy. All students engage in daily literacy and numeracy programs that are designed to meet student needs. Teachers use a range of strategies to support students' learning including clear and transparent planning for U2Bands utilizing the skills and knowledge of the intervention teachers. Teachers are supported in the classroom by trained school funded teacher aides who cater to individual needs within the classrooms.
- The National Curriculum is taught in all years in the KLAs of English, Maths, Science and History. Our Prep students have timetabled support focused on oracy and vocabulary development. These programs focus on letter and sound recognition, vocabulary and sight words and phonemic awareness programs.
- Students in Yr 5 & 6 study Japanese once a week. Our Year 5 & 6 students also engage with the high school for specialist lessons in art and science as well as building a platform for transition.
- Our computer labs are well used and 2015 saw the school continue to make explicit linkage to the units of work being delivered in classrooms. Interactive whiteboards are installed in every classroom enabling teachers to use modern technology to enhance curriculum delivery.
- Our POCKETS program for our students entering prep the following year continues to grow in numbers and reputation. Children attending this program are confident and resilient when they commence school and show great learning skills from their first day at school.

Extra curricula activities

- In addition to our regular curriculum students also have the opportunity to participate in the following programs
- Extension programs at MSHS including English, Maths and Science
- Students in Prep to 3 participate in the Premier's Reading Challenge
- At the end of each 8 week period, students who have achieved a gold or silver are invited to attend their reward which may include, movies, BBQ, morning tea or other craft activities
- Students in Yr 3-6 are invited to be involved with the instrumental music program. These students attend workshops for beginners and band where they receive additional tuition and perform with other schools at a parent presentation
- Our choir performs at many community events and are well received at the MADD concert developed by Maryborough State High
- Teams of students compete in the Station Square Spelling Bee. Our school always performs to a high standard
- During Reconciliation Week our indigenous students invite a friend to attend a Maryborough Cluster celebration
- 2015 saw our students enter the Solar Boat Challenge as well as the Smiley Pushcart Challenge in the Maryborough HPV
- Our school leaders organize a number of parade items as well as school discos at the end of the terms
- Friendship Club is organized to support students who wish to be involved in quieter activities during the lunch time
- Mrs McShane ran the Environmental Club which has been the recipient of many community awards

How Information and Communication Technologies are used to improve learning

- The school has a number of iPads for student use and these are regularly booked out. With all classrooms having interactive whiteboards, teachers have the opportunity to engage students in an interactive manner

- ITC skills are integrated in units of work, planned by the teachers. The school has an overview of the technology expectations for each year of schooling. Included in the packs issued to teachers are digital cameras, recording and magnifying devices
- A range of Apps have been purchased and are installed on iPads for groups of students to access. These apps are used across all KLAs.

Social Climate

- The school places a high priority on staff and student wellbeing and has processes in place of address individual needs for example through the school chaplaincy program
- All teachers are striving to create supportive and safe learning environments by building positive relationships with students and involving parents as important partners in their child's learning
- There has been a determined effort to maximize learning time through literacy and numeracy blocks and the reorganization of the specialist timetable
- Staff morale is generally high
- Each classroom has collaboratively developed their own classroom behavior plan
- There are high levels of trust between the Parents and Citizens' Association and the school leadership team
- Continued implementation of elements of Pathways to Peace program assists in maintaining consistent behavior expectations across the school and enhance the understanding of the related social skills with students from a wide range of backgrounds
- The explicit improvement agenda is used to promote to the community that the school is driven by the belief that every student is capable to successful learning in a safe and supportive environment

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	98%	93%	96%
this is a good school (S2035)	95%	97%	96%
their child likes being at this school (S2001)	100%	100%	91%
their child feels safe at this school (S2002)	100%	100%	96%
their child's learning needs are being met at this school (S2003)	92%	97%	96%
their child is making good progress at this school (S2004)	93%	100%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	96%	91%
teachers at this school motivate their child to learn (S2007)	95%	100%	91%
teachers at this school treat students fairly (S2008)	97%	93%	87%
they can talk to their child's teachers about their concerns (S2009)	98%	100%	95%
this school works with them to support their child's learning (S2010)	98%	96%	96%
this school takes parents' opinions seriously (S2011)	95%	86%	91%
student behaviour is well managed at this school (S2012)	98%	97%	87%
this school looks for ways to improve (S2013)	97%	93%	91%
this school is well maintained (S2014)	98%	100%	95%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	98%
they like being at their school (S2036)	94%	90%	96%
they feel safe at their school (S2037)	97%	93%	91%
their teachers motivate them to learn (S2038)	97%	96%	95%
their teachers expect them to do their best (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	98%	95%
teachers treat students fairly at their school (S2041)	96%	93%	87%
they can talk to their teachers about their concerns (S2042)	87%	95%	87%
their school takes students' opinions seriously (S2043)	91%	95%	88%
student behaviour is well managed at their school (S2044)	93%	89%	91%
their school looks for ways to improve (S2045)	100%	97%	99%
their school is well maintained (S2046)	94%	89%	99%
their school gives them opportunities to do interesting things (S2047)	99%	96%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	87%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	91%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	97%	100%
staff are well supported at their school (S2075)	82%	94%	90%
their school takes staff opinions seriously (S2076)	89%	94%	90%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	97%
their school gives them opportunities to do interesting things (S2079)	88%	97%	90%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Granville State School has a strong and productive relationship with the families of the school and the community in which we are located – both Granville and Maryborough. As a community we believe it is essential to ensure that these productive relationships are at the fore of the decision making and that we are inclusive in how we approach and acknowledge community involvement.

A small but dedicated bank of parents and grandparents support the school on a daily basis in the classroom. Much larger groups of parents are involved in school events that are held as evidenced by the fete, the athletics days and the showcasing of student work.

The P&C meets regularly and is committed to be a body that represents the wider community. They are extremely supportive of the school, its direction and the achievements of our students and staff.

Within the community our school is held in very high regard. We are the centre of this community. With this acknowledgement goes the responsibility to ensure we nurture and strive at all times to foster this very positive relationship.

Our focus for the next 12 months is to engage parents in the curriculum offered at the school and the strategies that parents can use to support our students. Facebook will continue to be a medium by which we will continue to communicate with our community.

Reducing the school's environmental footprint

With an aging campus, it is difficult for us to reduce our environmental footprint.

We are very proud of the Granville Environment Club, under the stewardship of Mrs McShane. This club teaches about sustainable practices and students from prep to year 6 work with Mrs. McShane on making our school more attractive and inviting.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	115,748	3,135
2013-2014	116,050	5,011
2014-2015	121,274	1,080

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

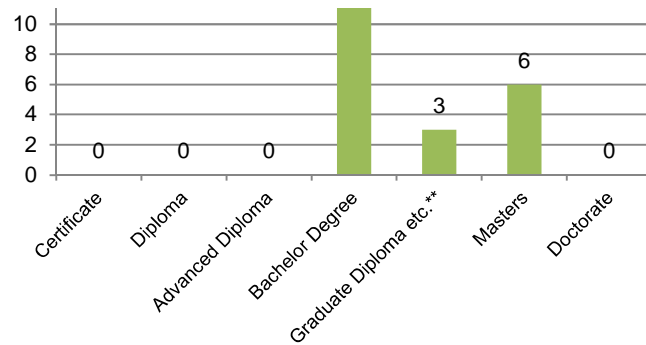
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	22	<5
Full-time equivalents	27	15	<5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	3
Masters	6
Doctorate	0
Total	27



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$25 000

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	84%	86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

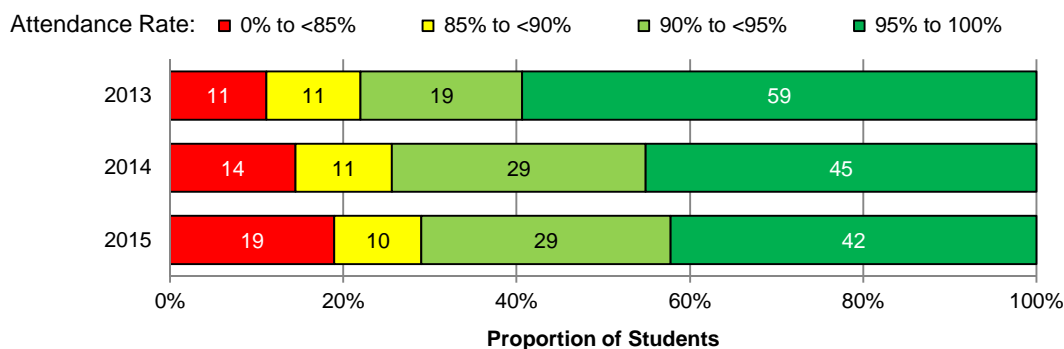
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	95%	95%	93%	93%	94%	93%					
2014	91%	93%	92%	94%	92%	92%	92%	91%					
2015	91%	92%	92%	92%	92%	92%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Granville parents are reminded regularly through the school newsletter, parades and Facebook page about the link between student learning outcomes and attendance. Attendance data trends are spoken about regularly on parade and published in the school newsletter.

Where teachers notice absence patterns emerging, contact is made with the parent to determine any particular reason or concern. If further support is needed, the absenteeism is referred to the Administration team or the Guidance Officer.

In addition phone calls are made to the parents of any student who has an unexplained absence. Formal absence letters are sent to parents as the need arises and if proactive strategies have not been successful in reducing absenteeism. Home visits are also undertaken in an effort to build strong relationships with parents to help develop effective strategies to reduce school refusal.

School attendance rolls are marked electronically using One School. Rolls are marked twice daily by the classroom teacher.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.