



	Postal address	Cambridge Street Granville Maryborough 4650
	Phone	(07) 4120 9888
	Fax	(07) 4120 9800
	Email	the.principal@granvillss.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
	Contact Person	Mrs Judy Robinson

### Principal's foreword

#### Introduction

This report is designed to provide a summary of the progress made at Granville State School during 2011. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the social and emotional skills, and Pathways to Peace programs, and the dedication and commitment of all staff.

#### School progress towards its goals in 2011

In 2011 our key improvement strategies in Literacy and Numeracy were implemented in a reduced form due to the school entering the National Partnership Phase 4, which allowed the school to improve and enhance how we will improve the literacy and numeracy agenda for 2012.

#### Future outlook

Implementation of quality curriculum programs that are well resourced that meet the diverse needs of the community of Granville.

Granville State School will enable improved student learning through quality school programs (Literacy, Numeracy and Science) that cater for individual needs and have a focus on engaging students. Teachers will be supported in the implementation of a sequential curriculum where assessment tasks are developed at the time of planning and ICTs are embedded. Through the analysis of data, teachers will plan for differentiation within their units. Teachers and teacher aides will have access to quality professional development to support unit development and pedagogy.

Development of a whole school reading, writing and maths program.

Development of whole school Literacy (reading and writing) and Numeracy (Maths) policy that is sequential in its development, implemented through high quality teacher pedagogy, well-resourced in its implementation and reviewed through timely data collection, collation and analysis will ensure improved learning outcomes for all.



Developing a feedback culture that focuses on continual improvement through the development of a whole school internal monitoring process and the introduction of giving and receiving feedback.

Engage a team of staff to develop a whole school internal monitoring process that is published and articulated to all staff. To build upon the feedback culture through the development of rubrics for classroom visits and clearly articulating what high quality teaching is represented by at Granville.

Strengthening Parent Engagement with the School and Student Learning.

Oracy is the foundation under which all learning begins. By focusing on improved oracy at school and within the community parents will be actively encouraged to work with the school to support their child's learning and to improve school readiness of future students.

Improve and expand student, staff and community leadership.

Visible and strong leadership at student, teacher and administration level must be evident to implement these critical reform agendas. Stakeholders will be supported to develop their leadership through professional development, mentoring and a feedback culture.

## School Profile

Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
334	170	164	93%

Characteristics of the student body:

Our school has experienced a decline in numbers over the last 5 years which is predicted to continue until 2013 and then be impacted on by the transition to high school of Yr. 7 in 2015. As of July 2011 our student enrolment was 338.6.

The strength of our school community is our diversity, with staff, students and families valuing and respecting this richness within the community. Approximately 10% of our school population come from coastal and farming communities and are dependent on the bus service for their transport to and from school. With a small percentage of indigenous students, our community liaises with the Elder of Granville, who is willing to share her time discussing indigenous culture.

Our school traditions of high achievement have been built on high expectations and a comprehensive and engaging curriculum. We are committed to developing strong foundations in literacy and numeracy allowing students to be able to access all aspects of the curriculum and function in society. Our school philosophy has a fundamental belief that all children can learn and that learning occurs best in well-disciplined environments.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	20.5
Year 4 – Year 10	26
Year 11 – Year 12	
All Classes	22.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	27
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

Granville State School is committed to developing students academically, creatively, culturally, socially and in sporting endeavours.

We also foster a love of learning which we hope stays with them all their lives (life long learners). We hope that by working together, the needs of our children will be catered for in a caring, friendly and disciplined environment.

Our staff and parents work extremely hard to build a caring community which responds to the needs of all our students.

This is evidenced by the support through the school fete, spelling bee and our innovative teaching and learning programs which cater for individual needs, interests and abilities across Prep to Year 7.

### Extra Curricula

The following extra curricula activities are supported and encouraged at Granville State School

Social Development – Reconciliation Day, Pathways To Peace, Friendship Club, Environment Club, ANZAC Day & Remembrance Day representation, ESFP, After School Care, Year 7 to 8 Orientation.

Cultural Development – Choirs, Brass & Woodwind Band, Strings Ensembles, Charity Group  
Support days

Health & Sporting Development – Softball, Netball, Soccer, Rugby League, Hockey, Tennis, Cross Country, Track & Field, Touch and Cricket sport involvement.

School Camps – Years 5 & 6

Inter- school Sporting Rounds

Environmental Education (Recycling and the Garden Club sustainability)

UNSW ICAS (International Competitions and Assessments for Schools)

### How Information and Communication Technologies are used to assist learning

Every classroom is serviced with computers and classes are able to access a computer lab for focussed whole class lessons and research. Our library is also available for ICT use and research during class and lunch breaks.

All teaching staff are issued with their individual laptop computer and 80% of classrooms have interactive whiteboards

Use of digital cameras by students in their studies is active across our year levels and students then use these photos in their reports and curriculum work.

All students have access to the Internet.

### Social climate

Our school's Social Climate is based on the recognition of positive behaviours as well as a well-established Behaviour Management Plan for other behaviours.

Recognition and re-inforcement of positive behaviours is based on the "Pathways To Peace" program and is implemented through a strong teacher based working party. This group regularly meets and plans many activities for our students.

In 2010 our school recognised the need to increase the recognition for those students who continually demonstrate high levels of behaviour, effort and integrity.

Granville also has a School Chaplain, who is actively involved working with students in a positive and supportive role. We recognise that our school chaplain's voluntary role is strongly valued by staff and students.

Our Responsible Behaviour Plan for Students, in line with Education Queensland's "The Code of School Behaviour" was reviewed in 2010 and is fully implemented in our school community.

### Parent, student and teacher satisfaction with the school

Parents are very satisfied with the school and have shown a marked improvement in their view of the work that is being done within the school community. Students and teachers are satisfied with the school.

Parents feel that they are listened to and that our teachers are very interested in their student's progress. Students feel that they can talk to the adults in our school and be heard. Parents are very supportive of their children's activities and attend school activities and functions regularly.

A strong focus for 2012 will be focussing on improving morale at the school and identifying professional development needs of all staff, meeting these needs and then ensuring the learnings are incorporated into classroom planning through the Performance Plan and Year Level Meetings.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	80%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	41%
Percentage of staff members satisfied with morale in the school	57%

### Involving parents in their child's education

At Granville State school, we welcome positive interaction from parents and family members and have a good relationship with our P&C. Family members assist in a range of ways from supporting in classrooms, in the tuckshop, P&C Association support and targeted fundraising- our annual Mothers' Day Fete and Spell-a-thon.

We value the success our students have when there is a joint approach to student development and their learning and education. Our weekly newsletter is issued on Tuesdays and includes general information for families, upcoming events, parent and general community notices and items from classes.

Our P&C meets on the third Wednesday of each month, currently at 7:00 pm.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Throughout 2011 the school investigated many projects to support the reduction of the school's environmental footprint. Many of the projects are based around the development and approval of the schools SEMF plan which will come into action in 2012.

Environmental footprint indicators, 2010-2011

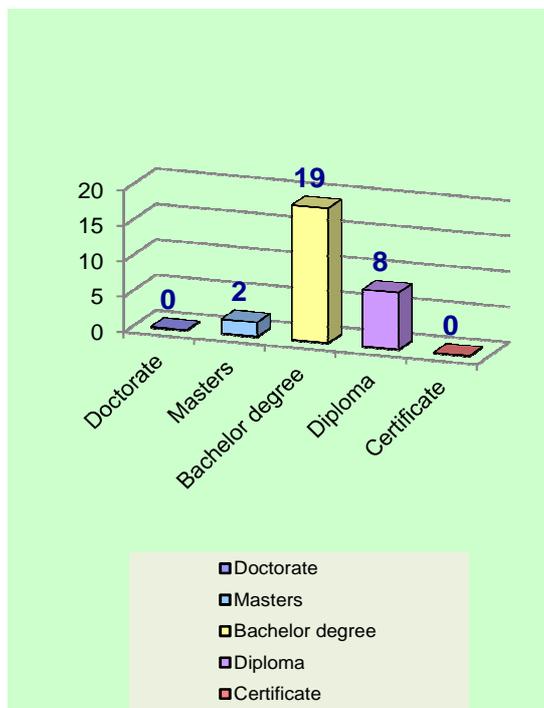
	Electricity KwH	Water KL
2011	102,050	4,163
2010	109,593	6,588
% change 10 - 11	-7%	-37%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	35	21	0
Full-time equivalents	30	12	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	19
Diploma	8
Certificate	0



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$18 915.

The major professional development initiatives are as follows:

Curriculum support for teachers and teacher aides.

Information Technology – all staff to have ICT certificates with 4 teachers preparing for pedagogical licences.

Seven Steps in Writing focussed on improving teacher knowledge on writing and in particular ensuring sizzling starts in writing.

NAPLAN

The proportion of the teaching staff involved in professional development activities during 2011 was 75%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2011 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 where you will see the '**Find a school**' text box.

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

### Key student outcomes

#### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

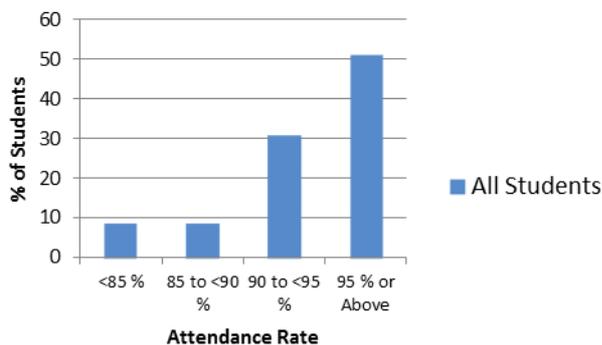
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

#### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	94%	93%	96%	94%	93%	94%

#### 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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Granville State School requires a note or a phone call stating the reason for any absence or late arrival that occurs during school hours. When the school is not advised that a child is absent for legitimate reasons, the child's absence will be marked on the roll as "Unexplained." Parents will then be contacted in writing about this absence from school. If a satisfactory reason is stated, the Principal will ring to discuss any issues that may be impacting on the student's ability to attend school.

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**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Indigenous students at this school continue to remain working at or above their peers. Attendance is a strength within our indigenous community. The school employed a fractional teacher to work with our indigenous students on their literacy and numeracy.